REPORT RESUMES

ED 018 528 UD 006 085

EVALUATION OF THE 22 PROJECTS FUNDED UNDER TITLE I,
ELEMENTARY AND SECONDARY EDUCATION ACT, 1965-1966,
MINNEAPOLIS PUBLIC SCHOOLS.
MINNEAPOLIS SPECIAL SCHOOL DIST., MINN.

PUB DATE 66

EDRS PRICE MF-$1.00 HC-$9.08 225P.

DESCRIPTORS- *PROGRAM EVALUATION, *FEDERAL PROGRAMS, *COMPENSATORY EDUCATION PROGRAMS, *ANNUAL REPORTS, *PROGRAM DESCRIPTIONS, DISADVANTAGED YOUTH, CURRICULUM DEVELOPMENT, STAFF UTILIZATION, SPECIAL EDUCATION, HEALTH SERVICES, INSERVICE TEACHER EDUCATION, MINNEAPOLIS, MINNESOTA, ESEA TITLE 1

THIS REPORT CONTAINS EVALUATIONS OF 22 TITLE I PROJECTS IN THE MINNEAPOLIS, MINNESOTA, PUBLIC SCHOOLS. THERE WERE PROGRAMS IN SIX AREAS--(1) SUMMER AND AFTER-SCHOOL COMPENSATORY EDUCATION WHICH PROVIDED ENRICHMENT AND SKILL DEVELOPMENT, (2) CURRICULUM DEVELOPMENT AND EXPERIMENTATION, (3) HEALTH AND WELFARE, (4) SPECIAL EDUCATION FOR PHYSICALLY HANDICAPPED OR EMOTIONALLY DISTURBED CHILDREN, (5) INCREASED PERSONNEL FOR HOME VISITS, TEACHER AIDES, AND TUTORIAL AIDES, AND (6) INSERVICE TRAINING IN SPECIAL METHODS FOR TEACHING DISADVANTAGED CHILDREN. THE PURPOSE, DURATION, ALLOCATION, AND EVALUATION OF EACH OF THE PROJECTS ARE PRESENTED. THERE WERE TITLE I ACTIVITIES IN 25 ELEMENTARY SCHOOLS, FIVE JUNIOR HIGH SCHOOLS, AND THREE SENIOR HIGH SCHOOLS. (DK)

06085
~~#1254~~

ED018528

UD 006085

EVALUATION

Title I Projects

Elementary and Secondary Education Act

1965-66

Minneapolis Public Schools

Special School District No. 1
Minneapolis • Minnesota

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

/

EVALUATION

of the

22 Projects Funded Under

TITLE I

Elementary and Secondary Education Act

1965 - 1966

Minneapolis Public Schools

UD 006 085

Special School District No. 1

Minneapolis, Minnesota

PREFACE

This document includes for each of the 22 projects; an abstract, a brief description, and the major findings of those evaluating the project. The research coordinators have each worked directly with from one to six project administrators. Together, the coordinator and administrator have planned the evaluation, decided upon instrumentation, and carried forward the implementation. In most cases, the same coordinator has interpreted the findings and written two forms of the report - a short form contained in this document, and a longer version which includes an expanded description and the instruments used.

Special reference is made on the first page of each narrative to the person who wrote the report.

Readers desiring a more complete description of a particular project along with the measuring instruments incorporated, may contact the office of Federal Projects Research, Holmes School, 300 S.E. 5th Street, Minneapolis, Minnesota.

Federal Projects Research Team
Dr. Patricia J. Goralski
Mr. Francis T. Randall
Mr. John F. Cumming
Mrs. Joyce M. Kerl

TABLE OF CONTENTS

Page

PREFACE 3

INTRODUCTION 7

TEACHER AIDS 9

HIGHER INCENTIVES 23

EXPERIMENTAL JUNIOR HIGH 37

GRANT ELEMENTARY SCHOOL BREAKFAST PROGRAM 59

SCHOOL REHABILITATION PROGRAM 77

PROJECT COMMUNICATION 93

SYMPHONY MUSIC FOR TWENTY ELEMENTARY SCHOOLS 103

DEVELOPMENTAL READING CENTERS 113

OBSERVATION AND INTERPRETATION 117

SPECIAL EDUCATION STAFF AUGMENTATION 125

FOREIGN LANGUAGE CAMP 137

FINE ARTS FIELD TRIPS 151

URBAN AREA SUMMER PROGRAM (Elementary) 155

SCHOLARSHIPS FOR REMEDIAL READING TEACHERS 175

URBAN AREA SUMMER PROGRAM (Secondary) 179

URBAN AREA STAFF DEVELOPMENT (Secondary) 199

URBAN AREA STAFF DEVELOPMENT (Elementary) 209

PROJECT HEAD START 221

READING LANGUAGE LABORATORY 239

SCHOOL LUNCH PROGRAM FOR SIX TARGET AREA SCHOOLS 245

AUDIO-VISUAL SATURATION 247

1965-1966

TITLE I - PROJECT EVALUATION

Introduction

This compilation of evaluation reports is intended to be a companion document to Plans and Projects[1] published in 1966. In the previous publication it was pointed out that the intent of Title I was to offer educationally disadvantaged youth in the Minneapolis Public Schools increased opportunities to learn through well-designed programs. Essentially, these programs fell into one of six need areas. (1) Compensatory Education, including summer school and extra-school programs. These involved enrichment programs, extended day and extended week classes, skill development programs, and programs developed from the Urban Area Summer Programs of 1964 and 1965.[2] (2) Curriculum Development And Experimentation, including development and experimental use of instructional methods and materials for disadvantaged youth. (3) Health and Welfare, offering more intensive services to meet nutritional and general health needs. (4) Special Education, including programs designed for children with special learning difficulties such as physically handicapped, socially and emotionally disturbed, etc. (5) Increased Personnel, including projects providing for teacher aides, school aides, and home visitors to assist in some of the routine duties associated with teachers and schools as well as increasing contacts with target area homes. Teachers, resource teachers, tutorial persons, and other certificated personnel were also provided. (6) In-Service Teacher Training or Staff Development, including projects ranging from training in special instructional methods to university-based seminars on effective procedures in teaching disadvantaged children.

---

[1] Title I Plans and Projects, 1965-66, Special School District #1, Minneapolis, Minnesota, 1966.

[2] An Urban Area Summer Program for Children, A Research Report, Special School District #1, Minneapolis, Minnesota, 1965.

Introduction (Continued)

TITLE I QUALIFICATIONS, 1966

On the basis of the city of Minneapolis containing 4335 school-aged children in 1960 who lived in families with an annual income of $2,000 or less, and 4667 school-aged children in 1962 who lived in families receiving AFDC payments, $2,482,301.50 was made available for funding the twenty-two special programs written under Title I. These monies were distributed to Minneapolis through the Minnesota State Department of Education from the United States Office of Education ($276 per child, which represented 1/2 the State's yearly expenditure per pupil).

Using the concept of concentration of services to children from low-income families, schools with at least 16 per cent of their children who qualified, using the criteria above, were selected for programs during the first fiscal year of Public Law 89-10. Twenty-five elementary, five junior highs, and three senior highs were included in the Target Area.

In general, implementation of the twenty-two Title I projects proceeded on schedule. Professional personnel were difficult to employ for these projects; due partly to a general scarcity of specialists and partly to the very late appropriations for the Act by Congress. Certain delays were experienced in securing supplies and equipment. Some of the projects, such as #7 - Project Communication, #9 - Developmental Reading Centers, #15 - Scholarships for Remedial Reading Teachers, #20 - Reading Language Laboratory, #21 - School Lunch Program, and #22 - Audio-Visual Saturation, were designed to purchase materials and to train personnel to utilize new media for a more effective job of teaching educationally disadvantaged children during the school year 1966-67. Evaluation of these projects will proceed as each one is equipped and put into operation.

Donald D. Bevis, Director of Federal Projects
Minneapolis Public Schools

Local #1
State Project #2
Code 731

ABSTRACT

PROJECT TITLE: Teacher Aides

PROJECT ADMINISTRATORS: Mr. Fredrick Hayen and Mrs. Barbara Fellows, Consultants for Teacher Aides

APPROVAL DATE: October 1, 1965

DURATION: November 1, 1965 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds: $230,914

SCHOOLS INVOLVED: Elementary:

Adams (6)
Blaine (6)
Clinton (4)
Corcoran (7)
Emerson (4)
Grant (11)
Greeley (7)
Hall (6)
Harrison (15)
Hawthorne (7)
Hay (7)
Irving (6)
Madison (5)
Mann (7)
Monroe (5)
Motley (2)
Pierce (3)
Warrington (6)
Webster (3)
Willard (7)

Secondary:

Bryant (14)
Franklin (9)
Lincoln (14)
Phillips (13)
Sheridan (15)
Central (15)
North (25)
South (15)

Numbers in parentheses denotes number of aides at that school.

PERSONNEL:

1 Consultant - Elementary Schools
1 Consultant - Secondary Schools
244 Teacher Aides
1 Research Director
1 Clerk-Stenographer II
4 In-Service Training Personnel

DESCRIPTION: Parents, most of whom lived in the districts of the schools where they worked, were employed to assist school personnel with non-teaching activities. The aides were employed for three hours per day and most attended in-service training sessions for an additional three hours per week. Duties of the aides ranged from hall monitoring to assisting teachers in the classroom. Some aides were assigned to individual teachers, while others assisted several teachers. Some schools had aide "pools" from which aides could be called on as needed. Some aides were involved with clerical work, including such things as cutting stencils, running duplicating machines, making up class lists, and other routine assignments. Most aides worked in the classrooms assisting teachers in such ways as preparing the classrooms, meeting the children in the morning, assisting in the care of children before and after school, helping prepare lessons as directed by the teachers, supervising quiet activities and rest periods, and others. A variety of in-service training sessions ranged from attending established adult education classes and University Extension Division courses to orientation sessions at the building level. Evaluation focused on the impact of the aides on teachers, principals, and reactions from the aides themselves. Special attention was paid to kinds of services aides provided directly to children.

TEACHER AIDES[1]

AN INTRODUCTORY STATEMENT

By the close of the academic year, 1965-66, 244 teacher aides were working in the Minneapolis target area schools which were made up of 20 elementary schools, 4 junior high schools, 1 combined elementary-junior high school, and 3 senior high schools. Aides had been assigned from one to eight months with a mean length of service of 5.85 months.

Each principal was responsible for hiring aides for his own building, for their assignments in the building, and for deciding upon the kinds of tasks that they would be permitted to perform.

Objectives stated in the proposal for the Teacher Aide project were:

- --to allow the teacher to spend the maximum amount of time teaching children.
- --to provide assistance for the teacher in doing routine clerical and housekeeping duties.
- --to provide a liaison for the community through a neighborhood resident working in the classroom as a teacher aide.
- --to provide adults in the classroom with whom children can develop a positive relationship.

THE EVALUATION OF THE TEACHER AIDE PROGRAM

Questionnaires were completed by 231 teacher aides. Of these, 125 were assigned to elementary schools, 61 to junior high schools, and 45 to senior high schools. Twelve of the aides were male and 219 were female. They ranged in age from 19 to 71 years with a mean age of 39.5 years. Of those reporting, 69.1% lived in the target areas while 27.6% did not (3.3% made no response to this item).

---

[1] Project evaluated and this report written by Dr. Patricia J. Goralski

Aides have lived in their present neighborhoods for an average of 12.1 years with a maximum residence of 43 years. Aides indicated that 56.7% owned their homes, 10.4% rented houses, and 32.9% rented apartments.

The marital status of aides was reported as follows: 5.6% were single, 81.0% were married, 2.6% were widowed, 3.0% were separated, and 7.8% were divorced. Their families ranged in size from zero to ten children with the mean of 3.32 children per family.

The formal education of teacher aides ranged from 8 to 19 years with a mean of 12.2 years. Fifty-nine aides had attended special schools such as business college, nursing school, beauty school, sewing school, school of music, art school, Bible school, and a school for playground instructors.

Evaluations were received from 26 principals and assistant principals and from 686 teachers in schools where teacher aides had been assigned. The number of years that teachers who responded had worked with classes where approximately 25% or more of the children were educationally handicapped ranged from zero to 40 with a mean of 5.5 years.

Teacher aides reported participating in many different kinds of inservice programs. The following were the courses with the greatest enrollment:

Typing	104	aides	participated
Child development	69	"	"
Orientation, general problems	67	"	"
Audio-visual training	43	"	"
Handwriting	28	"	"
First Aid	25	"	"

More than 50% of the principals felt that the inservice training helped aides in their relationships with both children and other staff members.

One of the goals of the inservice program was to make women, especially those who were heads of families, more employable at rates of pay which would provide adequate standards of living for them and their dependents. After studying the personal information provided by the teacher aides, it seemed that those hired under Public Law 89-10 had, for the most part, educational backgrounds which would have made them employable if they had wished to work full time. Also, the numbers who were married and the occupations of spouses seemed to indicate that most of the aides were experiencing no real financial difficulties.

Since aides hired under Public Law 89-10 were selected, primarily, because they seemed best qualified to serve children, their generally high educational attainment was an asset and should not have affected their positions. However, this very adequate educational background points up the desirability of a re-examination of the inservice program and its goals. Perhaps criteria for offering inservice education or training to aides might be that:

--it improves the aides' services to the school and to the children

--it enables aides to complete high school if they have not already done so.

A DESCRIPTION OF THE ROLE OF THE TEACHER AIDE

The project administrators chose not to outline the role and functions of aides, but, rather, to allow the roles and functions to delineate themselves as the year progressed in accordance with the needs of the schools and of the children. Most principals shared this view.

Principals, assistant principals, teachers who worked with teacher aides, and teacher aides were asked to estimate the per cent of time that aides had spent at tasks falling into the following six categories:

I. Routine duties
    clerical in the classroom
    clerical outside the classroom
    classroom housekeeping
    operating equipment
    maintenance of equipment and materials
    grading papers

II. Supervision of pupils
- take charge of class in teacher's absence
- take charge of class while teacher works with smaller groups, planning, etc.
- supervise a study hall (or help to do so)
- supervise halls, lavatories, lunchrooms, etc.
- supervise recreation periods, field trips, etc.
- bus supervision

III. Give personal attention to pupils
- listening to children's ideas and problems
- sharing ideas and interests with children
- praising children
- giving encouragement to children
- giving reassurance to children
- helping children with reading
- helping children with arithmetic
- helping children with spelling and word recognition
- helping individuals or small groups in any area

IV. Talking with parents about school values and rules

V. Helping the teacher to understand parents' beliefs, hopes, and fears for themselves and their children

VI. What duties, if any, were performed that do not fall into any of the above categories?

The kinds of duties that aides performed varied a great deal from one situation to another. Many aides had no opportunity to perform tasks in some categories while others performed work in all categories. Each principal, teacher, and aide was also asked to recommend the per cent of time that it would be best for aides to spend at duties in each category.

When the mean was calculated for all aides' responses, it was found that they had spent approximately:

50% of their time performing routine duties (I) and recommended 46%
24% of their time supervising pupils in large groups (II) and recommended 21%
22% of their time giving personal attention to individual pupils or small groups (III) and recommended 28%
4% of their time at duties falling into the last three categories (IV, V, VI) and recommended 5%

The mean responses for principals and for teachers assigned approximately the same proportions of time to each category as did teacher aides. Apparently, the three groups perceived aides' services to have been of the same nature.

Many teacher aides assigned to secondary schools had spent most, or all, of their time grading papers and performing clerical tasks. Most of these aides preferred to continue this kind of work. There was a tendency for aides in secondary schools to work at only one or two kinds of tasks. An aide might be assigned to a clerical pool, the office, the library, a laboratory, the physical education department, the home economics department, etc. The basic assignment was sometimes combined with hall or lavatory supervision. A few aides did only hall, lavatory, or lunchroom supervision.

Secondary school principals and teachers indicated a strong preference that clerical kinds of tasks be assigned to teacher aides. They also stated that aides were, and should be, used to supervise halls, lavatories, lunchrooms, etc. It was interesting to note, however, that a few secondary administrators and teachers believed that aides had been helpful in classrooms to give individual help to pupils. Also, several secondary principals stated that the most important role of an aide was to give supportive attention to pupils.

Aides in elementary schools worked with pupils more closely and in more different ways than aides in secondary schools. Of necessity, they performed more varied tasks. Even while they were engaged in routine work, they often were talking with and helping individual pupils or small groups. If the aide was capable, there was a tendency to increase her responsibilities under the teacher's direction. Many aides worked with small reading groups with the intent of giving children more opportunities to read aloud while someone listened. Many aides helped children with other aspects of their school work as directed by the teachers.

In the elementary schools, most principals felt that aides were well suited to give personal attention to pupils, to play a supportive role with them, to supervise groups in halls and on the playground, as well as to perform routine tasks. Concern was evidenced by several administrators that aides not teach or perform professional functions even though they might assume control of a class for short periods. Others did not believe that aides should assume control of groups (large or small) in any instance.

Principals and teachers were asked, "Do you think that the teacher aide program is worth continuing?" Their response was a strong affirmative:

Principals	Teachers	
80.8%	80.0%	stated "definitely yes"
11.5%	12.9%	"not sure"
0.0%	1.3%	"definitely no"
3.8%	5.7%	"yes" with qualifications
0.0%	0.0%	"no" with qualifications
3.9%	0.1%	no response

A qualification made by several principals was that they be able to select the best aides available without having to meet other criteria.

In response to a request to rate the value of teacher aides, principals and teachers once again endorsed the worth of the program:

Principals	Teachers	
61.5%	51.6%	very valuable
23.1%	27.8%	quite valuable
7.7%	17.3%	of some value
0.0%	2.4%	of little value
0.0%	0.3%	of no value at all
7.7%	0.6%	no response

Both principals and teachers expressed great satisfaction with what aides had accomplished. It was noted that, though both evaluations were very positive, principals were a little more positive in their evaluation than teachers. It was hypothesized that one not-too-effective aide could affect the view of the entire program for those teachers to whom she was assigned. Such an aide would not have such a great effect on an administrator.

An indication of the positive feeling of teachers toward the program was that many who had not requested aides in the fall of 1965, stated that they would want an aide now if they could have one - some would want more than one.

Two criticisms were noted:

--clerical skills of some aides were poor

--services of aides had to be shared with other teachers.

Teachers felt that aides, especially those assigned to secondary schools, should be able to type well. Teachers suggested that aides be assigned to only one teacher rather than to more than one. Aides assigned to elementary schools also indicated that they would prefer working with one group of children and in one room. Aides in the secondary schools did not mention this as being important. Aides reported that during the 1965-66 school year:

35.5% were assigned to one teacher
18.2% were assigned to two teachers
11.7% were assigned to three teachers
6.5% were assigned to four teachers
3.0% worked for five teachers
16.0% worked for more than five teachers or were in a pool.

An interesting observation was made by several teachers. They asked that somewhere in the inservice training aides be helped to understand that they should not do children's work for them.

ASSESSMENT OF THE ACHIEVEMENT OF THE PROGRAM OBJECTIVES

I. To Allow the Teacher to Spend the Maximum Amount of Time Teaching Children.

Teachers were asked, "How much time did the aide's work free for you to do planning and preparation?" Responses ranged from zero to thirty hours per week and clustered at two to three hours per week. Teachers stated that children's learning benefited because they were able to plan more carefully and prepare materials for activities that otherwise would not have been possible. Teachers were able to read more and to provide more enrichment for children. The presence of another adult in the classroom enabled them to carry on more kinds of projects.

Teachers were also asked, "How much time did the aide's work free for you to work directly with pupils?" Responses ranged from zero to twenty hours per week and clustered at two to three hours per week. Teachers stated that they were able to provide more individualized instruction for children. More project work was also undertaken. Teachers believed that aides were especially helpful where remedial work was necessary. Teachers in special education classes also indicated that aides had been of great help with individualized instruction.

II. To Provide Assistance for the Teacher in Doing Routine Clerical and Housekeeping Duties.

Principals, teachers, and teacher aides were asked to estimate the per cent of time that aides had spent performing routine and clerical duties. The mean per cent was calculated for each group: principals, teachers, and aides. There was general agreement among the groups that aides spent approximately half of their time performing routine and clerical tasks. Many aides assigned to senior high schools and office aides assigned to elementary schools spent all of their time at duties in this category while other aides spent less than half their time at these tasks.

If 244 aides spent half of their time (7½ hours per week) performing routine and clerical tasks, then, collectively, they spent 1830 hours per week at these tasks. Teachers would, otherwise, have performed them. Even if teachers could, in some cases, have done the work more quickly, the aides' work would still represent a sizeable saving of teacher time.

III. To Provide a Liaison for the Community Through a Neighborhood Resident Working in the Classroom as a Teacher Aide.

Principals, teachers, and teacher aides were asked to indicate the per cent of time spent in liaison work. They responded as follows:

MEAN PER CENT REPORTED BY

PRINCIPALS	TEACHERS	AIDES	CATEGORIES OF WORK
3.4%	1.8%	0.8%	Aide helped to interpret school values and expectations to parents.
4.0%	2.2%	1.0%	Aide helped teacher (and/or other school personnel) to understand parents' values and expectations for themselves and their children.

Many aides indicated that they were frequently asked for information about school programs but that they were usually questioned away from school - at the store or by telephone in the evening. Since this was not part of their fifteen hours of work, they could not include it in the percentage figure. It was inferred, from their remarks, that they did a great deal more liaison work than the percentage figures included. A number of aides stated that they had been asked not to discuss school affairs with people in the community. There seemed to be some confusion on this point.

IV. To Provide Adults in the Classroom With Whom the Children Can Develop Positive Relationships.

This evaluation was focused on the involvement of teacher aides with children. It was believed that the opportunity for educationally disadvantaged children to form positive relationships with adults was one of the most important aspects of the teacher aide program. In order to discover appropriate means to evaluate this objective, pilot work was done at Harrison School. Aides furnished anecdotes and statements describing incidents where they had been directly involved with children. From these statements, a 57-item checklist was formulated.

A 28-item checklist was compiled, by the evaluator, for use with aides in the secondary schools. The secondary list was shorter because it was believed, and this belief was substantiated, that secondary school aides were less directly involved with children than were elementary aides.

After the elementary checklist was compiled, given a trial with Harrison School aides, and revised, the aides were satisfied that they could communicate the quantity of their direct involvement with children, but they still felt that they would like to communicate the quality of their experiences with children. Their anecdotes were very appealing. In one incident, a little boy had been taken to a pancake house, along with others in his class, in order to have the experience of eating out. As he left, the aide noted that he turned in the doorway, looked back, and softly said, "Thank you, place."

The project consultants were interested that a qualitative evaluation takes place and that the anecdotes not be lost. Therefore, it was decided that a book would be written. It was not to be a formal part of the evaluation. A former home visitor who worked closely with aides throughout the year was hired to compile the book. Written anecdotes were collected and group interviews with aides in all schools were taped. This material is currently being edited.

Responses to the elementary and secondary forms of the Assessment of Pupil Involvement by Teacher Aides were ordered according to magnitude on the basis of the percent of aides checking that the incident had occurred, in their own experiences, "often." It was, once again, apparent that pupil involvement was much greater for aides at the elementary level. However, aides at the secondary level also indicated a high incidence of pupil involvement.

Elementary school children sought aides to share experiences with them. Children seemed eager to give affection. Aides helped and comforted them in cases of emergency. Aides also helped them over some of the rough academic spots. Aides frequently were able to help a child to turn potentially troublesome behavior into constructive channels before he was in difficulty. A number of aides said that when a youngster was unduly restless and "headed for trouble," they would ask him or her to bring a book and they would go out to read together. In this way, the class was not disrupted, the teacher could devote herself to teaching, and the child used his energy to benefit himself. An inspection of the tabulation led to the conclusion that children had the opportunity, and used it, to develop positive relationships with adult aides.

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

It is recommended that:

--Unless goals are changed, aides be hired who best meet the needs of the children. Judgment of principals and teachers might be subjected to the scrutiny of research to discover the qualities in aides that enable them to serve children best.

--The goals and nature of the inservice education program for teacher aides be reexamined to discover whether the inservice program improves the services of aides to the school and to children.

--The legal position of teachers and administrators be clarified in the case where noncertified persons (teacher aides) are working with them and their pupils.

--Since liaison work between school and community is a specific objective of the teacher aide program,

aides should be hired from the neighborhood served by the school.

a conscious effort to implement this objective should be made in each school.

an assessment of the achievement of the objective should be made in the community.

Where aides were selected from the school neighborhood the liaison program was important and well served.

--Those secondary principals and teachers who feel ready to explore the benefits to be gained from aides' working directly with students should formulate a conscious plan to use aides more effectively in secondary school classrooms.

It was concluded that:

--The work of aides enabled teachers to spend more time teaching children because there were fewer disruptive activities in the class and, also, they were able to spend more time with individuals and small groups.

--Teachers were relieved of a sizeable amount of routine clerical and housekeeping duties. They were able to spend more time in planning and working with children.

--There was some evidence that aides helped to project a positive image of the school into the community.

--Because of the presence of adult aides in the classroom, children experienced many more positive relationships with adults than would otherwise have been possible. The kinds of incidents reported indicated that the children were delighted to gain this added attention.

All indications were that the Teacher Aide Project has achieved a high degree of success in all aspects of its operation. Perhaps one of the reasons was that the project consultants, the principals, and the teachers shared the same basic views concerning the children's needs and were willing to use an experimental approach to discover ways that teacher aides might help to meet these needs.

Local #3
State Project #9
Code 728

ABSTRACT

PROJECT TITLE: Higher Incentives

PROJECT ADMINISTRATOR: Mr. Budrow Larson, Project Consultant

APPROVAL DATE: October 29, 1965

DURATION: November 1, 1965 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $194,005

SCHOOLS INVOLVED:

Elementary -
- Adams
- Blaine
- Clinton
- Corcoran
- Emerson
- Grant
- Greeley
- Hall
- Harrison
- Hawthorne
- Hay
- Irving
- Madison
- Mann
- Monroe
- Motley
- Pierce
- Warrington
- Webster
- Willard

Secondary -
- Franklin
- Lincoln
- Phillips
- Central
- North
- South

Private and Parochial -
- St. Anthony
- St. Stephen

PERSONNEL:
- 1 Consultant
- 1 Social Work Consultant
- 3 Research Assistants
- 61 Home Visitors
- 25 Health & Welfare Aides
- 9 Group Workers (Part-time)
- 10 Clerks
- 5 In-Service Training Personnel

DESCRIPTION: Parents, most of whom resided in the school's district, were hired as Home Visitors to act as links between the school and the community. The Home Visitors, under the direction of the school social worker, called on parents of children with various problems and reported to the school the parent's concerns, needs, and expectations. Weekly in-service training sessions with the consultant for the project provided the Home Visitors with the techniques necessary for effective parent interviews. Content of the Home Visitor's contacts was reviewed by the school's social worker, and/or the nurse, for counseling or referral. The social group workers used group counseling procedures with both pupils and parents in various in-school situations. The Health and Welfare Aides assisted the pupil-personnel staff with routine building-centered activities such as typing summaries, reports, applications for services, follow-up notices, health exams, etc. Evaluation centered on the ability of the program to reduce tardiness, absenteeism, and its ability to increase communications between home and school.

HIGHER INCENTIVES[1]

INTRODUCTION

The Higher Incentive Project was funded in November 1965, and served twenty-two elementary schools, one combined elementary-junior high school, and three junior high schools, and three senior high schools. Two of the elementary schools were private schools. (St. Anthony was served by a group worker and St. Stephen by a home visitor.)

Personnel hired under the Higher Incentive Project consisted of as many as 61 home visitors, 9 social group workers, 25 health and welfare aides and 10 clerk-typists or stenographers. The numbers varied from time to time. Hiring began in November and continued throughout the year as the need arose in a building or as qualified persons became available.

Specific objectives of the Higher Incentive Project, as stated in the proposal, were:

--to improve incentives of individual children and youth

--to raise the aspirations of individual children and youth

--to improve the self-concept of individual children and youth

--to reduce the clerical and non-profession load of student personnel workers, school social workers, nurses, and counselors.

THE HOME VISITOR PROGRAM

Characteristics of Home Visitors. Fifty-two home visitors indicated that they lived in the districts of elementary target area schools, four lived in non-target area school districts, and four did not respond to this item. Home visitors have lived in their neighborhoods for periods of from less than a year to forty years with a mean residence of 10.3 years. Apartments were rented by 23.3% of the subjects, houses were rented by 25%, and 51.7% owned the homes in which they lived.

---

[1] Project evaluated and this report written by Dr. Patricia J. Goralski.

All of the home visitors who participated in the evaluation were women. (One home visitor who worked in the program was a male graduate student.) They ranged in age from 24 to 57 years with a mean of 38.7 years. Marital status was reported as follows:

	N	%
Single	0	0.0
Married	46	76.7
Widowed	2	3.3
Separated	6	10.0
Divorced	6	10.0
	60	100.0%

Their family sizes ranged from 1 to 8 children with a mean of 3.82 children.

Home visitors reported their formal educations as follows:

Highest Grade Completed	N	%
8	0	0.0
9	2	3.3
10	3	5.0
11	9	15.0
12	37	61.8
13	5	8.3
14	2	3.3
15	0	0.0
16	2	3.3
	60	100.0%

The formal educations reported by home visitors ranged from 9 to 16 years with a mean of 11.93 years.

Eighteen home visitors had attended special schools such as business school, beauty school, nursing schools, McPhail School of Music, Vocational night school, North Central Bible College, normal school, sewing school, x-ray training, and Childrens' Hospital training.

The Inservice Training Program for Home Visitors. Home visitors worked under the direction of principals, school social workers, and nurses in each building. From the time that they came to work in a building, a great deal of inservice training was provided by the professional staff of each school.

The kinds of training provided depended upon the tasks assigned to home visitors. There was a great deal of variation in both training and assigned tasks from building to building.

City-wide inservice training sessions of one-half day each were conducted by the project administrator and special consultants on February 24, March 1, March 3, and March 8. Home visitors continued to meet for half-day inservice meetings on alternate weeks through May.

The Training Center for Community Programs at the University of Minnesota, in cooperation with the General Extension Division and the Minneapolis Public Schools, offered a three credit course for home visitors in the Department of Sociology: Sociology 3, Social Problems. The course began May 4, and continued for twelve weekly sessions of three hours each on Wednesday evenings. Fifty-one home visitors enrolled in the course and 38 finished.

The Work of the Home Visitors. Table I was arranged to report the assignment of home visitors and their activity during the period from April 11 through June 10, 1966. Home visitors were asked to estimate the number of families called on prior to April 11. Seven of the schools did not report this item.

A goal of the higher incentive program was to try to improve the attendance of children who were absent frequently. One of the major reasons for home visitors' calls was to try to encourage parents to send children to school regularly although several schools worked on attendance problems indirectly as home visitors made calls for other stated purposes (e.g. calls were made to inform parents of a new reading program in a school and, at the same time, the importance of regular attendance was discussed).

TABLE I

HIGHER INCENTIVE PROJECT: Numbers of Home Visitors and a Record of Home Visits

SCHOOLS	Numbers of Home Visitors Authorized	Numbers of Home Visitors Hired	Month First Home Visitor Was Hired	NUMBERS OF Estimate, prior to 4-11-66
Elementary:				
Adams	2	2	Jan. 1966	16
Blaine	2	2	Dec. 1965	346
Clinton	2	2	Jan. 1966	39
Corcoran	3	3	Dec. 1965	90
Emerson	1	1	Mar. 1966	N.R.**
Grant	3	3	Nov. 1965	170
Greeley	3	3	Jan. 1966	48
Hall	3	1	Nov. 1965	42
Harrison	6	6	Dec. 1965	N.R.**
Hawthorne	3	1	Nov. 1965	N.R.**
Hay	3	3	Nov. 1965	N.R.**
Irving	3	2	Dec. 1965	71
Madison	1	1	Jan. 1966	35
Mann	2	2	Jan. 1966	83
Monroe	2	1	Mar. 1966	N.R.**
Motley	1	1	Nov. 1965	N.R.**
Pierce	1	1	Jan. 1966	17
St. Stephen++	1	1	Feb. 1966	6
Warrington	2	2	Nov. 1965	5
Webster	1	1	Nov. 1965	N.R.**
Willard	3	3	Dec. 1965	12
Total, Elementary				954
Combined, Elementary-Junior High School:				
Sheridan	1	1	Mar. 1966	96
Junior High Schools:				
Franklin	3	2	Dec. 1965	289
Lincoln	4	2	Jan. 1966	229
Phillips	4	4	Dec. 1965	224
Total, Junior High Schools				742
Senior High Schools:				
Central	4	3	Dec. 1965	18
North	8	4	Jan. 1966	1115
South	4	2	Dec. 1965	119
Total, Senior High Schools				1252
TOTAL, ALL SCHOOLS				3044

Footnotes

[1] Includes: Project Headstart, Urban Area Summer Program, Kindergarten Round-up

[2] Includes: Reading programs, Mothers' Clubs, Child Study appointments, conferences, Girl Scouts, Teacher Aide recruitment, Welcome To School, child re-entering school, family moving, fire in the home, pupil in court, returning money, no lunch money, boy had large amount of money, boy had pills in school, haircuts, improper clothing, taking children home, family problems (including child neglect), unspecified home visits.

Information from reports of home visitors.

FAMILIES CALLED ON Recorded, 4-11-66 through 6-10-66	Reasons reported for calls, April 11 through June 10, 1966 (In some cases more than one call was made to a family.)					
	Absence	Tardiness	Behavior	Health	Sch. Prog.[1]	Misc.[2]
72	23	--	--	8	36	56
79	51	--	--	9	40	8
72	53*(10)	--	--	8	--	3
108	8	1	3	39	74*(6)	5
22	36*(2)	--	--	--	4	1
188	12	1	10	82	88*(10)	30
67	116*(73)	2	1	6	9	1
59	20	1	--	3	31	--
183	--	--	--	4	248	60+
111	66*(44)	2	--	17	69***	2
109	21	29	14	50	9	8
113	37	4	1	11	95	26
60	55*(18)	--	--	1	29	3
123	24	18	2	7	118	6
N.R.**	--	--	--	--	--	--
N.R.**	--	--	--	--	--	--
42	1	1	--	2	25	--
6	10	(many)	--	--	--	--
109	1	--	1	86	45	46
55	7	--	--	1	93	1
32	28*(9)	7	14	3	55	5
1604	559	66	46	337	1068	261
80	155	--	--	1	--	3
147	284	--	--	--	--	1
84	217	--	1	1	32	7
102	159	2	3	1	--	--
333	660	2	4	2	32	8
432	955	--	--	--	--	9
532	627*(62)	--	--	--	--	--
96	147	--	--	--	--	4
1060	1729	--	--	--	--	13
3077	3103	68	50	340	1100	285

Footnotes (Continued)

*Number of phone calls included in total figure are indicated in parentheses.
**N.R. indicates not reporting.
***Includes 41 contacts for Teacher Aides for Headstart.
+Sixth Grade Discussion Group, parent.
++Seventeen home visitors were authorized for ten other private schools, but none were hired.

A total of 4946 calls were reported by home visitors.

A comparison was made of the days absent during the school year, 1965-66, with the days absent during the school year, 1964-65, for each child in the school for each family called on. When absence figures were analyzed for more than two thousand pupils, no consistent pattern emerged.

An additional attendance analysis was made. Since home visitors worked only in target area schools, attendance data from target area schools was compared with data from non-target area schools for the last 38 days of the school years, 1964-65, and 1965-66. The percentage of attendance was calculated by dividing the average attendance by the average membership. The summary percentages were reported in Table II.

TABLE II

A COMPARISON OF ATTENDANCE IN TARGET AREA SCHOOLS WITH ATTENDANCE IN NON-TARGET AREA SCHOOLS DURING THE LAST 38 DAYS OF THE SCHOOL YEARS, 1964-65 AND 1965-66

School	% Attendance, 1965 (last 38 school days)	% Attendance, 1966 (last 38 school days)	Difference in %
Target Area Elementary	93.5	93.5	0.0
Target Area Secondary	92.1	90.7	-1.4
Non-Target Area Elementary	96.0	95.5	-0.5
Non-Target Area Secondary	95.2	94.7	-0.5

It was noted that the percentage of attendance was lower for target area schools than for non-target area schools during this period for both years. Also, there was a greater drop in the percentage of attendance for target area secondary schools than for non-target area schools. There was approximately the same percentage drop between years for both elementary and secondary non-target area schools. If it could be hypothesized that the percentage drop (0.5) for the non-target area schools was attributable to the high incidence of respiratory disease during the spring of 1966, then it might be further hypothesized that since there was no percentage drop in attendance for target area elementary schools and since these schools also experienced the high incidence of respiratory disease during the spring of 1966, then the constant percentage of attendance during the two periods compared might be considered an attendance gain. If this somewhat tenuous interpretation were accepted, perhaps some of the "gain" might be attributed to the work of the home visitors. This interpretation failed to explain the percentage drop for target area secondary schools. It was noted, however, that proportionately more home visitors were assigned to the elementary schools.

Despite the fact that the efforts to analyze attendance data yielded little predictive information, several recommendations emerged from the efforts at analysis. If attendance patterns were to be changed for those who already have established habits of frequent absence, it was recommended that efforts be more focused with:

--home visitors' work more concentrated

--supportive services available to work with pupils and parents in difficult cases

--services beginning at the opening of school so that the effectiveness of services in reducing absences could be maximized

--consideration given to concentrating services by age levels as well as by geographic area or types of problem

--records kept of those families called on early in the program--as well as later on--so that the effects of the program could be more fairly assessed.

An Evaluation of the Work of Home Visitors by Professional Staff Members. Twenty-seven principals and assistant principals responded to a questionnaire which sought to evaluate the effectiveness of the work of home visitors. Principals' comments reflected general satisfaction with the effects of the program. They seemed to be especially pleased with the increased school-community (or school-home) communication.

School social workers also expressed satisfaction with the work of home visitors at the same time that they pointed out one major problem: lack of time to supervise them adequately if the school social worker was to continue to do the work that had been done in the past. The screening, selection, and hiring of qualified home visitors was also a matter of concern to many school social workers. However, most of them indicated that they would like to have the same number of home visitors working under their supervision during 1966-67, as they had during the school year, 1965-66.

School social workers indicated that home visitors had been most effective in informing parents of school and community programs and services. They felt that home visitors had brought helpful information to the school about parents' attitudes and that this information was usually channeled to other school staff members through the school social workers.

School social workers were about equally divided in their opinions of the value of home visitors' calls in reducing absenteeism and tardiness. However, a number of social workers stated that parents now expressed more concern about children's absences and tardiness and that they were much more apt to call the school in cases of absence. It was the opinion of a number of respondents that absence for trivial reasons had been substantially reduced and that parents were taking a more responsible attitude toward the school and their children's participation in its activities.

School social workers were asked to estimate the numbers of telephone calls made, letters sent out, and home visits made by home visitors during the school year, 1965-66. Their reports were found to be in rough agreement with those of home visitors as set forth in Table I, with one exception; over seven thousand telephone calls were reported by the 23 social workers who responded to this item. This report tended to corroborate the evaluator's belief that home visitors had made many more telephone calls than they reported. School social workers estimated that four hundred letters had been sent out by home visitors. Some of these were leaflets or form letters.

CLERK-STENOGRAPHERS AND HEALTH AND WELFARE AIDES

Thirty-three clerk-stenographers and health and welfare aides were hired to implement the following objectives of the Higher Incentive Program:

--to reduce the clerical and non-professional load of student personnel workers, school social workers, nurses, and counselors.

Clerk-stenographers reported their formal educations as follows:

Highest Grade Completed	N	%
12	6	60
13	0	0
14	2	20
15	1	10
16	1	10
	10	100%

Eight clerk-stenographers reported having attended special schools. Seven had attended business schools for approximately one year each and one had taken three years of nursing.

The personal information reported by clerk-stenographers revealed a group of adequately educated women with seemingly stable family and home situations. The clerk-stenographers were qualified to perform well in an office setting.

Twenty-two health and welfare aides reported their formal educations as follows:

Highest Grade Completed	N	%
12	20	91.0
13	0	0.0
14	0	0.0
15	0	0.0
16	1	4.5
No Response	1	4.5
	22	100.0%

Eleven health and welfare aides reported having attended business college. Health and welfare aides seemed to be stable members of their communities, qualified to perform well in an office setting.

Typing, dictation, filing, and duplicating were the tasks most frequently reported by clerk-stenographers. They also spent a great deal of time in pupil accounting: checking attendance records, checking the whereabouts of pupils, checking cumulative records, and supervising pupils in the office. Clerk-stenographers frequently helped at the switchboard and as office receptionists.

Health and welfare aides reported most of their time spent as follows: working on attendance and health records, typing, filing, sending out notices and scheduling for health clinics, telephoning, assisting with health clinics, and general clerical work. They also reported helping with first aid and general supervision and maintenance in the nurse's office. Health and welfare aides frequently assisted with office work associated with the work of home visitors.

Comments of professional staff members indicated that where aides possessed adequate clerical skills and pleasant personalities, they became almost indispensable to the professional staff. Clerk-stenographers and health and welfare aides relieved the pupil personnel workers of a great deal of clerical and routine work.

THE SOCIAL GROUP WORK PROGRAM

By the time that the Higher Incentive Program was funded, it was too late in the academic year to secure the services of full time social group workers. Therefore, the Minneapolis Public Schools contracted with Pillsbury Citizens Service and Wells Memorial Settlement, Inc. for the services of five social group workers on a part time basis. Four additional social group workers were employed independently to work on a part time basis. These workers carried thirteen groups as well as a number of individual cases.

The first group began to function in March, 1966, and others were formulated during the remainder of the semester. Since only two of the groups were able to meet for longer than a three-month period (and most of them for a much shorter period), it was impossible to report gains. Rapport was established with many subjects, and it was felt that progress had been made.

CONCLUSIONS AND RECOMMENDATIONS

The major objective of the Higher Incentive Program was to increase communication and understanding between the school and home (or community) in order:

--to improve incentives of individual children and youth

--to raise the aspirations of individual children and youth

--to improve the self-concept of individual children and youth

--to reduce absenteeism in participating schools

--to reduce the clerical and non-professional load of student personnel workers, school social workers, nurses, and counselors.

Evidence has been supplied to show that the work of the home visitors has increased communication between school and home. There were indications that parents were taking a more responsible attitude toward their children's attendance at school and participation in school activities. Parents were pleased at the consideration and attention given them and more parents were beginning to participate in appropriate school activities and organizations. However, analysis of attendance data proved inconclusive.

Reports indicated that the clerical and non-professional load of student personnel workers, school social workers, nurses, and counselors had been reduced. The professional staff members had more time to serve pupils and their families.

Social group workers were able to make only a beginning. However, they had begun to establish rapport with groups and to make some progress with pupils who were identified as having difficult problems.

It was impossible to hypothesize what the thousands of home visits, thousands of telephone calls, and hundreds of hours of professional time which were freed from routine duties may have yielded by way of improved incentives, raised aspirations, and improved self-concepts of individual children and youth. Certainly, there have been effects even though they cannot be measured.

The major question in the mind of the evaluator has been whether the treatment was focused enough to bring lasting changes in attitudes and feelings on the part of individual children and youth (and their parents). For the school year, 1966-67, it is recommended that:

--treatment be precisely described so that the method for measurement of gains is implicit in the description

--treatment be focused so that its concentration and duration are such that the possibility of lasting gains are maximized.

Local #4
State Project #10
Code 719

ABSTRACT

PROJECT TITLE: Experimental Junior High

PROJECT ADMINISTRATOR: John M. Maas, Principal (Intern), Experimental Junior High

APPROVAL DATE: November 1, 1965

DURATION: November 1, 1965 - August 31, 1966

BUDGET:

Elementary and Secondary Education Act Funds	$38,967
Office of Economic Opportunity Funds	25,152
Minneapolis Public Schools	32,585
	$96,704

SCHOOL INVOLVED: Store-front building at 1713-15 North Plymouth Avenue

PERSONNEL:
1 Principal (Intern)
4 Teachers
Consultants
1 Clerk
1 Social Worker (1/2 time)
1 Counselor (1/2 time)
8 Teacher Aides

DESCRIPTION: Forty-five students, 15 from each of Grades 7, 8, and 9, were selected for the project. These children attended school, but were having little success in the existing program at Lincoln Junior High School, and gave every indication of being potential drop-outs. To fill in gaps due to their culturally different backgrounds, new materials, different organization of the day, and new experiences were provided in a non-school setting. New teaching approaches attempted to relate all subject matter to one central learning theme. There were frequent counselor-social worker contacts with the home. Neighborhood residents assisted the teachers with clerical and routine duties. Evaluation centered on measuring improvements in attitudes toward school and life, and general achievement patterns on the part of the students. Parent and teacher reactions to the program were also obtained and evaluated.

EXPERIMENTAL JUNIOR HIGH[1]

The original funding for the Experimental Junior High came at the end of August, 1964, under the Youth Development Project of the Community Health and Welfare Council of Minneapolis in conjunction with Minneapolis Public Schools.

Personnel for the project were hired by the Minneapolis Public Schools between October 15, 1964, and January 15, 1965. The staff was charged with finding a suitable building, developing its curriculum, and selecting the student body of forty-five students.

The majority of the staff began its work together on December 13, 1964. This group included the intern-administrator, the half-time counselor, the remedial reading teacher, the communications teacher, the industrial arts teacher and the home economics teacher. The social worker and clerk did not join the group until January, 1965.

The staff found that agreeing on common objectives, purposes and the means of achieving the objectives was a Herculean task. While many compromises were reached, the staff was never able to develop concerted agreement. This contributed to a fragmented curriculum and often caused friction in the operation of the project in the spring.

Finding a suitable building that would pass the fire regulations and provide enough working space was a major problem. Finally a vacant building was located at 1713-15 Plymouth Avenue North.

A minimum remodeling program included washing, cleaning and painting ceilings and walls, installation of suitable lighting, and preparation and installation of home economics counters, stoves, shelves, etc.

---

[1] This section of the report was written by John Maas, Project Administrator.

In the meantime a list of recommended students was solicited from the staff at Lincoln Junior High. Some two hundred sixty-five students were recommended as potential dropouts. From this group a list of one hundred twenty Target area residents was formed to make the final selection group. This number was further diminished when the decision was made to include seventh and eighth graders only because it was already the middle of the second semester. Consequently twenty-two students at each of the grade levels were selected in both experimental and control groups. This selection included twice as many boys as girls, since the teacher recommendations followed this ratio. Further, these groups were two-thirds white and one-third non-white in order to maintain the same racial balance as the parent school, Lincoln Junior High.

On April 5, 1965, the school opened its doors. The opening week was very interesting since the remodeling crew had just left the previous Friday. Students, after much urging from teachers, joined in putting the building in reasonable operating condition. Further, students participated in the pre-testing program designed to establish base line data in the basic skills. These tests included the Iowa Tests of Basic Skills, the Gates Reading Survey, the Tennessee Self-Concept, the Semantic Differential and Torrance's Creativity Tests.

Probably the most interesting feature of the first year (April 5 - June 11, 1965) was the interaction of the students and teachers within a very close situation. The building had no halls nor any area except the lavatories where students or teachers could be by themselves. Students who had entered in an apathetic stage began to awaken to other people and relationships. Many times this produced conflict but on other occasions it produced a short-term intense involvement in subject matter, self, or working with things.

A second important idea that was gleaned from our first two months of operation was the students definite need for guidelines of action within the

classroom and the school. Nothing could be presumed in the background of the student, directions had to be extremely clear, concise and definite. Seat work had to be done in short bursts with much related motor activity, and all of this had to be directed at learning.

The third important point that was gleaned was that this student had for the most part a definite idea of what school should be.

1. **A school should have books.**
2. **A school should look like a school.**
3. **Students should use books even if they can't read them.**
4. **Teachers should give homework whether or not the student could do it.**

Parents of these children expressed a concern about the ability of their children to read, write and work arithmetic problems. While many enjoyed the close communications maintained by the school through home visits, some resented and resisted contact.

One parent in particular was helped by the school social worker to find retraining and has recently finished a course leading to a job as a short order cook.

Others were referred to appropriate agencies for help or service.

While many things were begun, the time of operation was too brief to make any definite conclusions from 1965.

Tests administered in the spring to both experimental and control groups revealed erratic patterns and no significant amount of change.

The Tennessee Self-Concept indicated that the choices of experimental and control groups were accurate and Dr. Torrance's Creativity Test showed significant gains for the experimental group over the control group.

School Year September 1965 - June 11, 1966

The Experimental Junior High School began its first full year of operation under the clouds of uncertainty. The application for funds under Public Law 88-452 was snarled in a legal hassle in Chicago and the application under Public Law 89-10 had just been submitted. The school board continued salaries and allowed minimum purchases of supplies. The staff, including a new counselor, new reading teacher, new home economics teacher and without its half-time social worker, struggled to move ahead.

The plans developed in some heated sessions during July failed to develop. The central theme of the curriculum was dropped after the first two weeks. All teachers were unable to relate to each other's curriculum as closely as this teaching demanded. A lack of materials and common points of view plus the press of student needs recentered the curriculum on the basic skills of reading, mathematics, English and social studies. Home economics and industrial arts worked on individual and cooperative projects related to their own fields but aimed at filling the needs of the students.

The most difficult adjustment for the students was that of separation from the main body of students. This was brought to them by the taunts that they were dummies in "dummyland."

The seventh graders, because they came to junior high school with the old predisposition as to what school was, had the most difficult time adjusting. Within this group there was the highest degree of emotional immaturity. This immaturity and insecurity was gradually alleviated. From September through June there was a continuous growth of emotional stability on the part of nearly all seventh graders due to the efforts of the reading teacher and the counselor in their work with this group.

The eighth and ninth graders who returned in the fall had already been exposed to the difficulties and rewards of close living and thus adjusted better and more quickly than the seventh graders. The ninth graders assumed roles of leadership in the building, serving as teacher-helpers and students at the same time. The assumption of some leadership and responsibilities made marked changes in many of the students.

One ninth grade girl, who served as a clerk for the office staff in place of industrial arts, made a marked effort to improve her appearance and attitude. Her hair, which had often been left uncombed for days, gradually began to be combed and brushed properly. Blouses which were often dirty began to be washed and cleaned more frequently. Her outward attitude of hostility and stubbornness gave way to one of confidence and cooperation. There were times when the old attitudes would return but these gradually diminished in number and intensity. The most significant relationship this girl formed was with our clerk, who had girls of her own at this age and who furnished a great deal of needed understanding and tolerance.

A ninth grade boy who was loud and offensive in classes found that the English teacher made sense when he went to fill out an application for a job. The fact that he got the job further gave him confidence, and his attitude began to change toward school and teachers.

The curriculum was aimed at developing basic attitudes and academic skills. In order to provide opportunities for the exploration of many areas, both boys and girls were given home economics and industrial arts. The ninth grade boys spent the second semester involved in the triumphs and pitfalls of the culinary arts, while the eighth grade boys worked with some sewing and cooking.

The seventh grade boys and girls worked together to turn out individual parts of a dinner and as the culminating activity, a complete dinner from salad through dessert, including an apple pie from scratch baked by a boy who had been one of our biggest discipline problems.

Mathematics was taught only one day per week for most of the year by the industrial arts teacher. In the middle of the second semester the industrial arts teacher said that the seventh graders needed more concentrated work and they were switched to mathematics on a daily basis.

Communications, which included both English and Social Studies for all students was usually taught every day. The Communications skills of writing and speaking were emphasized through daily contact with the local newspaper and commercially developed news summaries. Writing related to industrial arts projects was utilized during the later part of the spring semester. Some aspects of social studies included in Communications were current events, American history, driver training and local government.

Industrial Arts utilized the development of individual wood projects from serving trays to decorative shadow boxes, small engine repair, some aspects of assembly-line production, and some individual small metal projects.

The majority of projects were based on simple hand tools which were gleaned from the State of Minnesota Surplus Equipment warehouse. Some used equipment was picked up from storage in the Minneapolis Public Schools.

Reading instruction was given to all students on a regular basis. The techniques utilized were aimed at groups rather than individuals. This was done because tests revealed that most students had no specific weaknesses but rather a generally low level of performance. Those who showed specific weaknesses were given special help and remedial treatment within the group.

The counselor and social worker were given an opportunity to develop individual programs. The social worker did not have much opportunity to do this since he only began working with us in late March of 1966.

The counselor assumed a roving role. He would drop into classes and observe, sometimes helping the teacher and sometimes the student. He used this technique to make contact with students and to observe them in the classroom. Further, he developed a "focus" conference in which he placed before the student a summary of the student's performance and behavior with recommendations of what might be needed. The counselor then made the same presentation to the parent. The student was given the option of participating in the parent conference if he chose.

The social worker made many community contacts and initiated an advisory group of parents to work with teachers and administrators. Further relationships were established with students. He began his work with us in late February of 1966.

Field trips on a large and small group basis were arranged throughout the year. Their major purpose was to acquaint students with various occupational opportunities. A second purpose was to show our students the facilities and observe students in other schools outside the perimeter of the inner city. Our students stared in disbelief when observing a mechanical drawing class working quietly and intently with no teacher in the room. One boy asked, "Hey, are they for real?" After a series of these tours the students seemed to realize that they could do many of the activities they had observed if we would work together. In this respect there was a marked change in attitude.

The teachers and staff involved met formally twice a week during the first semester and once a week during the second. They met continuously on an informal basis in this close situation.

The Experimental Junior High School had a highly successful year. An opportunity for teachers, students, counselors, social workers and administrators must exist where all can throw off the bonds of conventionality and work intensely on a very personal basis to achieve goals which are mutually acceptable through the unique process of action and reaction.

Some of the problems encountered were:

1. Finding compatible staff members with the desire and abilities to break away from traditional routines and practices. The compatibility involves the ability to cooperate with each other and the view of what is of importance to students in relation to society.

2. Submitting applications and getting approval so that federal funds may provide maximum benefit.
    a. Receiving funds early enough to hire proper staff.
    b. Receiving funds early enough to purchase needed supplies and to pay fees.
    c. Finding suitable facilities which can be rented for the monies allowed and which provide space and protection necessary for an effective experimental program.

3. Negative reaction from some local businessmen who don't feel that schools should allow students of this type in a business area.

4. Lack of communication with other federal projects outside our own immediate area.

5. Attitudes of teachers in the regular school situation who developed feelings in students that what was being done at the project was not to their benefit.

6. Lack of communication between central office staff and the project staff.

7. Lack of equipment with which to try experimental approaches and lack of money to purchase same.

8. Per pupil cost. This artificial limit was always looked at in terms of the needs of the students to be served. Further, the major cost of the program is in personnel, thus limiting what the personnel has to work with and consequently minimizing the effectiveness of their efforts.

Promising Developments:

1. More contact with the home seems to raise the parents interest in the school and the child and vice-versa.

2. Exposing the economically deprived student to new experiences, while producing conflicts, usually aids the development of the student.

3. The student and teacher are allowed to meet in an almost one-to-one situation which promotes growth and understanding on the part of both.

4. The existence of small unit provides for excellent flexibility of program in meeting individual students needs.

5. The social needs of students seem to be better met, especially in the case of the withdrawn or aggressive student.

6. The curriculum that is developing seems to be more realistically suited to the immediate needs of the economically disadvantaged student.

Recommendations for the Future

1. The experimental program should be continued.

2. New facilities should be developed which would provide more adequately for the needs of the students and their program.

3. The program should consider including fifth and sixth grade students.

4. A different program should be developed for ninth grade students.

5. Some provision should be made for a part time educational psychologist to help teachers in the development of motivational techniques and learning structures.

6. Teachers should be employed on a yearly basis to further develop curriculum which seems to have shown promise in the program.

7. Students should be returned to the regular school program when their basic social, emotional and skill needs have been served and they demonstrate this over a sustained period of time.

EVALUATION OF THE EXPERIMENTAL JUNIOR HIGH[1]

The Experimental Junior High was evaluated through the comparison of its three classes with a group selected from each grade at Lincoln Junior High School. Criteria for selection into the comparison group included poor achievement, low test scores, irregular attendance, and poor attitude toward school. Although this group did not constitute a true control, it will be referred to as such. Five areas of comparison were made: (1) achievement data, (2) attitude indices, (3) teacher ratings, (4) school attendance and (5) parent opinions. All data were gathered in May 1966.

Achievement Data

The Iowa Tests of Basic Skills (ITBS) were administered to control and experimental classes as late in the school year as feasible. Table 1 reports these results for six of the eleven tests in the battery. The four tests prefixed "L" are headed "Language Skills" and consist here of "L-1: Spelling," "L-2: Capitalization," "L-3: Punctuation," and "L-4: Usage." The two tests prefixed "A" are "Arithmetic Skills" and these are "A-1: Arithmetic Concepts," and "A-2: Arithmetic Problem Solving."

Table 1 shows control and experimental group means and standard deviations by grade and grade combinations. The column headed "diff." refers to score differences in means between the two groups, and the "T" column represents the value obtained through T test analysis, testing the null hypothesis of no difference between mean scores.

It will be noted that there were two significant T values. An inspection of the means shows the experimental group higher in both cases. Of twenty-four ITBS comparisons, the experimental classes were higher by some degree on 20. In the T analysis, these differences were not statistically significant.

---

[1] This section written by Dr. Thomas Brodie, former Director of Research for Federal Projects.

TABLE 1

COMPARISON BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON SELECTED IOWA TESTS OF BASIC SKILLS

ACADEMIC SKILLS		CONTROL GROUP		EXPERIMENTAL GROUP			
TEST	CLASS	MEAN	S.D.	MEAN	S.D.	MEAN diff.	t
L-1	7	12.88	6.712	10.27	6.964	2.61	1.063
L-1	8	13.57	7.111	13.43	6.477	0.14	0.054
L-1	9	14.00	7.270	17.46	7.817	3.46	1.212
L-1	Combined	13.47	6.881	13.55	7.520	0.08	0.052
L-2	7	11.50	5.633	11.67	7.068	0.17	0.074
L-2	8	12.71	3.791	14.36	5.706	1.65	0.901
L-2	9	12 60	6.401	16.77	4.603	4.17	1.948*
L-2	Combined	12.24	5.331	14.14	6.167	1.90	1.541
L-3	7	8.81	5.357	11.00	5.224	2.19	1.230
L-3	8	11.71	4.514	13.14	3.416	1.43	0.963
L-3	9	13.07	4.383	14.85	5.010	1.78	0.092
L-3	Combined	11.13	5.026	12.90	4.813	1.77	1.676*
L-4	7	7.56	4.457	8.93	5.775	1.37	0.743
L-4	8	10.00	4.403	7.79	3.043	2.21	1.544
L-4	9	10.53	5.139	11.92	4.752	1.39	0.738
L-4	Combined	9.31	4.762	9.48	4.890	0.17	0.164
A-1	7	11.93	5.663	12.79	4.560	0.86	0.449
A-1	8	13.07	4.922	14.81	6.327	1.74	0.831
A-1	9	15.23	7.639	16.67	4.075	1.44	0.581
A-1	Combined	13.33	6.131	14.67	5.299	1.34	1.067
A-2	7	6.07	3.105	6.93	2.973	0.86	0.761
A-2	8	8.71	2.920	10.06	3.276	1.35	1.183
A-2	9	11.69	4.404	11.08	3.704	0.61	0.373
A-2	Combined	8.69	4.129	9.31	3.672	0.62	0.230

*Significant at 5% level

The Gates Reading Survey - Form 2 was used as a measure of reading achievement with the control and experimental groups. Specifically, the "Reading Vocabulary" and "Level of Comprehension" sections were administered. Table 2 reports the results which were obtained. Of the eight comparisons, there were four statistically significant T values. In three of the four, the experimental students were higher than the control students. With the exception of the eighth graders' performance on "Level of Comprehension," the experimental group means were higher than those of the control groups by some non-significant amount. In general, distinctions were more marked on "Reading Vocabulary" than on "Level of Comprehension."

TABLE 2

COMPARISON BETWEEN CONTROL AND EXPERIMENTAL GROUPS
ON
GATES READING SURVEY

GATES READING SURVEY		CONTROL GROUP		EXPERIMENTAL GROUP			
TEST	CLASS	MEAN	S.D.	MEAN	S.D.	MEAN diff.	t
Vocabulary	7	17.27	8.648	26.77	7.791	9.50	2.750**
Vocabulary	8	22.71	13.129	27.43	9.476	4.72	1.090
Vocabulary	9	27.14	14.464	31.25	6.298	4.11	0.910
Vocabulary	Combined	22.26	13.064	28.38	8.074	6.12	2.527**
Comprehension	7	12.00	10.156	18.62	8.637	6.62	1.839*
Comprehension	8	22.64	9.027	16.36	6.804	6.28	2.096*
Comprehension	9	22.50	10.181	22.67	4.924	0.17	0.053
Comprehension	Combined	18.88	10.848	19.05	7.247	0.17	0.082

** Significant at 1% level
* Significant at 5% level

Attitude Indices.

There were four instruments used in the Experimental Junior High research which could be described as attitudinal measures. These were the Semantic Differential, Adjective Check List, Attitude Scale and Describe Your School. The results of each are reported in the following paragraphs.

The Semantic Differential consisted of 12 stimulus words to which students respond on ten adjective-pair scales made up on adjectives with opposite meaning on each end of a six-blank scale. On the "scale" the student places an "X" in one of the six blanks between the two adjectives, depending on whether he feels positively or negatively about the concept with respect to the adjective pair. For example, to the word "truck driver" the student would place a reactive "X" somewhere in a six position range from "Good" to "Bad," "Unfair" to "Fair," "Kind" to "Cruel," etc. The instrument was scored by assigning a value of seven to the most positive response and a value of one to the most negative. Totals for each stimulus word could thus range from 70 to 10 per student. The three graded experimental and control groups were then compared by their average response scores to each word. A T test analysis was made of the mean scores of each group.

Table 3 reports only those words on which significant differences were found by grade or grades combined. It will be observed that there were ten words on which grades or grade combinations differed significantly. On three words the experimental students responded most favorably and on seven it was the control groups which were most positive. Whatever the implication of these response patterns it is interesting to note that on the only clearly pejorative stimulus, "Bully" the control students were consistently more favorable than the experimental groups.

TABLE 3

COMPARISON BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON THE SEMANTIC DIFFERENTIAL

SEMANTIC DIFFERENTIAL		CONTROL GROUP		EXPERIMENTAL GROUP			
STIMULUS	CLASS	MEAN	S.D.	MEAN	S.D.	MEAN diff.	t
A Business Man	9	43.00	4.778	38.08	8.073	4.92	1.886*
A Business Man	Combined	42.80	6.709	40.05	13.321	2.75	1.168*
A School Teacher	8	27.29	12.431	36.92	16.954	9.63	2.051*
A Preacher	8	46.71	12.219	54.15	4.488	7.44	2.070*
A Preacher	Combined	46.83	10.972	52.05	7.341	5.22	2.458**
A Truck Driver	9	46.85	5.984	41.83	6.450	5.02	2.033*
The Beatles	9	37.15	11.164	25.83	16.216	11.32	2.127*
The Beatles	Combined	37.56	13.598	29.95	19.080	7.61	2.047*
A Bully	8	25.36	12.659	16.31	6.115	9.05	2.337*
A Bully	Combined	25.54	11.71	19.84	8.750	4.70	2.041**

* Significant at 5% level
** Significant at 1% level

The Adjective Check List consisted of 24 terms to which students were asked to respond in relation to describing their feelings in school. Each student was asked to select the six words which were most representative of how he felt in the classroom. There were 12 adjectives which were essentially positive in nature, including such terms as "happy," "friendly," "pleased," and "liked." The remaining

12 adjectives were of a negative character and included such words as "tired," "bored," "restless," and "sad." As the control and experimental groups were compared on their selection of terms it was clear that the control student tended to select more negative terms than the experimental. Only one response pattern proved statistically significant, however. This was on the adjective "angry" where eight control students selected it and only one experimental student made that choice.

The Student Attitude Scale consisted of 70 multiple choice terms relating to various aspects of school or educational experience. Each of the 70 statements could be completed in three ways, one of which reflected a relatively positive perception of school. The instrument was scored by assigning a value of one to the most positive response and no score to either of the other two.

Table 4 reports the results of the Student Attitude Scale administered to eighth and ninth grade control and experimental students. It should be noted that for eighth grade groups there was no significant difference, although the controls were slightly more affirmative in their responses. In the ninth grade comparison, the experimental students were significantly more positive in their completion than the controls.

TABLE 4

COMPARISON BETWEEN CONTROL AND EXPERIMENTAL GROUPS
ON THE
STUDENT ATTITUDE SCALE

ATTITUDE SCALE	CONTROL GROUP		EXPERIMENTAL GROUP			
	MEAN	S.D.	MEAN	S.D.	MEAN diff.	t
8th Grade	30.23	18.579	28.00	16.267	2.23	0.333
9th Grade	33.50	5.633	43.91	13.766	10.41	2.414*
Total	31.80	13.781	35.00	16.948	3.20	0.732

*Significant at 5% level

The Describe Your School inventory contained 50 questions to which students could answer "yes" or "no." It is scored by assigning a value of one to the most affirmative answer and zero to the other. The instrument, while presumably developed for upper elementary school use, was administered to the 7th grade control and experimental students. Table 5 shows the result of this comparison. The experimental students showed slightly more favorable responses to school in their answers, but not at a statistically significant level.

TABLE 5

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS
ON
THE DESCRIBE YOUR SCHOOL ATTITUDE INVENTORY

DESCRIBE YOUR SCHOOL ATTITUDE INVENTORY	CONTROL GROUP MEAN	S.D.	EXPERIMENTAL GROUP MEAN	S.D.	MEAN diff.	t
Grade 7	23.92	13.42	30.85	12.62	6.92	0.44

Teacher Ratings.

In order to compare staff judgments of control and experimental students, teachers who had both groups in their classes were asked to submit ratings. This was done through the physical education classes for all three grades and in the typing classes for ninth graders. Each student in the control and experimental classes was rated on four factors. These were: (a) Classroom achievement in relation to others, (b) Classroom achievement in relation to ability, (c) Energy level, and (d) Citizenship qualities. A seven point scale was employed ranging from very poor performance to excellent qualities.

When the three classes were compared individually and in combination on all four factors, three statistically significant differences were found. Two of these favored the 7th grade experimentals and these were on "Classroom achievement in relation to ability" (presumably academic effort) and "Energy level" (alertness and vitality). The eighth grade controls were rated significantly higher on "Classroom achievement in relation to ability." Of 16 total comparisons, 10 favored the experimentals by some degree.

Attendance.

When control and experimental students were compared on attendance and tardiness records no significant differences were found. While there was a total attendance pattern which favored experimental students, this distinction was so slight that it did not warrant comment concerning the relative impact of the two programs in this area.

Parent Opinion.

Parents of each control and experimental student were sent a post card questionnaire soliciting opinions about the respective junior high school programs. Of 90 cards mailed to these homes (45 in each group), 20 were returned by "control" parents and 18 by "experimental."

Table 6 lists the five questions or incomplete statements on this anonymous school addressed card. (By a variable form heading it was possible to distinguish between "control" and "experimental" returns.) There were two significant differences found between the two parent groups where the responses were subjected to chi square analysis. Both of these reflected more positive perception by experimental group parents than was true of the control parents.

TABLE 6

DISTRIBUTION OF RESPONSES TO SCHOOL QUESTIONNAIRE BY PARENTS OF CONTROL AND EXPERIMENTAL STUDENTS

STATEMENTS	CONTROL PARENTS N=20			EXPERIMENTAL PARENTS N=18			CHI-SQUARE
	PERCENTAGES						
	a	b	c	a	b	c	
1. Most of the time my son/daughter feels that school is: a. good b. fair c. poor	45.0	50.0	5.0	72.2	27.8	0.0	3.99*
2. He/she thinks that most of the teachers are: a. good b. fair c. poor	45.0	50.0	5.0	66.7	33.3	0.0	2.32 N.S.
3. The school seems to know my son/daughter: a. very well b. fairly well c. poorly	30.0	40.0	30.0	38.9	61.1	0.0	6.44*
4. My son/daughter appears to be learning: a. a lot b. some c. very little	40.0	50.0	10.0	38.9	61.1	0.0	1.98 N.S.
5. I think he/she: a. will finish high school b. might finish high school c. will not finish high school	90.0	10.0	0.0	83.3	16.7	0.0	0.37 N.S.

N.S.=not significant
* significant at 5% level

CONCLUSIONS

To assert clear cut superiority of the experimental program in this evaluation would be unwarranted in light of the methods used in data collection. It is true, nonetheless, that a preponderance of differences between control and experimental classes favored the latter. Attitudinal and achievement measures did tend to demonstrate certain experimental group advantages, but the most pronounced area of experimental superiority was on parent opinions. For whatever reason, these adults perceived a more positive school-pupil relationship than their control counterpart.

Local #5
State Project #91
Code 730

ABSTRACT

PROJECT TITLE: Grant Elementary School Breakfast Program

PROJECT ADMINISTRATOR: Marshall Kaner, Principal, Grant Elementary School

APPROVAL DATE: December 17, 1965

DURATION: January 24, 1966 - June 3, 1966

BUDGET:

Elementary and Secondary Education Act Funds	$11,986.33
Minneapolis and Walker Foundation Funds	9,734.57
TOTAL	$21,720.90

SCHOOL INVOLVED: Grant Elementary School

PERSONNEL:
12 Lunchroom Aides
1 Kitchen Supervisor
1 Lunchroom Supervisor
1 Kitchen Assistant
1 Food Procurement Person
1 Custodian
1 Research Worker

DESCRIPTION: Each morning from 7:45 to 8:35 approximately 400 children from kindergarten through sixth grade were provided breakfast in the Grant School gymnasium. The custodian arrived early to unfold the tables, which were then set by the parent lunchroom aides with fruit or fruit juice and cereal. When the children arrived, they picked up a half-pint of milk at the door and proceeded to a table. Since the temporary lunchroom only held about 275 children at one time, a system of staggered eating times was arranged. The children moved in and out of the area with minimum difficulty and a waiting line was non-existent. There also was a mid-morning snack, consisting of a roll and an additional half-pint of milk, this was served in the classrooms at or about recess time. A total of 600 to 800 additional calories with needed iron and vitamins A and C were provided in the two feedings. Evaluation centered around the effects of this on general health, and the educational aspects of eating adequate breakfasts.

GRANT ELEMENTARY SCHOOL BREAKFAST PROGRAM[1]

The parent who has despaired of convincing little Susie or Billy to eat breakfast may shake his head at the prospect of providing this meal for more than four hundred five-to-twelve-year olds for five months.

"I don't understand it--I can't get her to eat breakfast at home." This was a frequent comment of parents when they visited and observed the Grant School breakfast program.

Visitors were also impressed by the quiet but free atmosphere as several hundred children came, ate, and left in orderly fashion, with only minor disruptions.

Physical Setting:

The two gymnasiums and adjoining kitchen were used for the experimental breakfast program. In the small gym, six fourteen-foot tables were set up each day, and children in the sample group were assigned to specific tables. In charge of each table was one aide, whose responsibility it was to set the table, record the food intake of each child, and assist with the clean-up.

In the large gym there were fourteen tables, ten of which were fourteen feet long, and six twelve feet long. Six aides and a kitchen supervisor were assigned to the area where the remaining children were fed. Food intake was not recorded for this group.

The kitchen, located at one end of the larger gym, contained supplies--napkins, paper bowls, straws, and plastic spoons. Kitchen equipment included tables, cutting boards, a refrigerator, and a milk cooler with a capacity of nine cases (500 units) of milk.

Tables were set up each morning by the engineers and were ready for the aides to begin setting by 6:45 a.m. By 7:45, when the children began to eat,

---

[1] Project evaluated by Francis Randall, Dr. Ladislav Novak, and Dr. Thomas Brodie. This report written by Marshall Kaner, Principal of Grant Elementary School, Dr. Novak, and Dr. Brodie.

preparations were completed. The smiles and friendly "hellos" exchanged by children and aides were tangible indications of the generally pleasant and relaxed atmosphere in the dining areas.

Recorded background music was provided, and children were encouraged to sit with their friends and converse while they ate.

Problems:

As might be expected, problems did arise, but most of these were minor and easily solved.

Plans made in advance called for feeding the children in two approximately equal shifts, with half the group scheduled to arrive at 8:00 a.m. and the rest at 8:15. In practice this resulted in confusion and wasted time; after two days the plans were changed and children were fed continuously, as they arrived.

Another mistake was made in assigning one aide to each table in the small gym. Even though they had the additional task of recording food intake, each aide could easily have handled two tables. Aides released by this doubling up could have provided needed assistance in the larger gym.

Mechanical breakdowns of tables occurred occasionally; since timing was such an important factor, the loss of one or two tables was crucial. Storage of tables in a basement hallway seemed to cause no particular inconvenience.

The efficiency of the engineers in removing the tables and mopping the floors each morning by 9:00 a.m. meant that the physical education program was disrupted only slightly. The limited storage area for cereal and supplies caused a considerable amount of inconvenience, and occasional late deliveries meant last minute changes had to be made.

Children who arrived too early were a source of major concern. There

were no available facilities or personnel to care for the boys and girls who gathered as early as 7:00 a.m. Since traffic patrols were not on duty until 7:50, physical safety was also a factor. Letters were sent to parents, explaining the difficulties and dangers of these early arrivals. As the weather improved, children were strongly encouraged to stay outdoors on the playground, and this finally proved the most effective means of getting them to arrive at the proper time.

PRINCIPAL'S IMPRESSIONS

In general, the attitudes of everyone involved in the breakfast program were very favorable. The adults connected with the program expressed feelings of personal satisfaction and pleasure, and visitors commented on the apparent smoothness of the operation.

The boys and girls were extremely well behaved. They arrived, ate, cleared their paperware, and left with a minimum of confusion and disorder. The hot cereal (Cream of Wheat) was the most popular item on the menu and was eaten with evident enjoyment.

The good manners and health habits practiced by the boys and girls were certainly in part the result of direct classroom experiences. Tooth brushing soon became a habit, and even the youngest children needed no reminder once the program was established. Bulletin boards in classrooms and hallways showed evidence of health units being taught in connection with the project.

Teachers indicated that they could see tangible results of the experiment, as boys and girls seemed more active and more attentive. The consensus was that beginning the day with a good meal seemed to be positively related to academic learning.

THE GRANT SCHOOL NUTRITIONAL STUDY

EVALUATION[2]

The evaluation of the Grant School Nutritional Study, usually referred to as the Grant Breakfast Program, was undertaken by two research units: (1) The offices of Dr. Ladislav Novak, Assistant Professor of Physiological Anthropology at the University of Minnesota and (2) The Research Team for Title I Projects. Dr. Novak's Staff concerned itself with the medical effects. The Title I Research Team focused its attention on the educational benefits of the Breakfast Program. As a consequence, this evaluation summary is divided into two sections: (1) Educational Research and (2) Medical Research.

Educational Research

The breakfast program was implemented at Grant School because it has a high rate of children from low-income or AFDC families. Grant School ranks second among Minneapolis Public Schools with 74% of its children from low-income families.[3] Grant School also has facilities which provide the necessary physical arrangements for serving food: a large eating area (the gymnasium) and a home economics class are immediately adjacent with "serve-through" windows. Further, Dr. Novak and the Grant School teachers had conducted a rigorous study in May 1965 of the Grant School children. Considerable data was collected which indicated that the children of this school were not getting food enough to satisfy basic caloric and iron requirements. A vast majority had vitamin A and C deficiencies.

---

[2] This section written by Dr. Thomas Brodie, former Director of Federal Research Projects, Minneapolis Public Schools.

[3] Title I, Plans and Projects 1965-66, Donald Bevis and Robert G. Rainey, Special School District #1, Minneapolis, Minnesota, 1966, p. 14.

Educational Needs. The educational needs that the breakfast project was designed to meet were as follows:

1. To provide an adequate breakfast and contribute to improved general efficiency of the children during the morning hours in school.
2. To help children to understand that nutritious foods are necessary and desirable.
3. To establish greater parent understanding of the beneficial effects of the morning meal in the children.

In order to meet these needs, the following objectives were outlined in the Breakfast Program Proposal:[4]

1. Working through the P.T.A. and other established school-parent communication channels, to use materials supplied by the National Dairy Council and the breakfast program menu to provide parents of children in this school district with nutrition information relative to adequate meals. Good Breakfasts will be stressed, and parents will be supplied with all information relative to the project and what it hopes to accomplish.
2. Teachers at Grant will discuss proper breakfast habits with the children and attempt to relate the breakfast program to the regular health information taught as part of the on-going program. In this fashion it is hoped that better values will be placed on breakfasts in particular and nutrition in general.
3. Pupil achievement and general efficiency during the morning hours will be evaluated. A possible control group situation exists in other schools not involved in the breakfast program.

The Breakfast Program, approved December 17, 1965, became operational January 24, 1966, and served an average of 401 students per day in two continuous shifts. Early in the program, instruments were designed and administered to evaluate the educational objectives. These instruments were:

1. The Breakfast Questionnaire
2. Teacher Ratings
3. Describe Your School

---

[4] Grant School Nutritional Study Project Proposal, Title I Plans and Projects, Special School District No. 1, Minneapolis, Minnesota, 1965, p.60.

The Breakfast Questionnaire. A questionnaire was administered to the children in grades three through six. The percentage of children responding to each of the nine items on this questionnaire was determined. Of interest was preference trend from breakfast to lunch as a favorite meal when older children are compared with younger children. Milk was the principal drink of the majority of the students. With the exception of sixth graders, the majority of students were eating breakfast. Meals were best when someone else fixed them and the meals were eaten as a family group. Bed time also represented a trend to later hours as older children are compared with younger children.

The Teacher Rating. Each student was rated by the classroom teacher at the beginning and end of the program. Teachers were asked to rate each of their students with respect to four factors:

A. Classroom achievement. How well does this pupil perform in class work on his daily assignments, recitations and tests in comparison with other students or on some appropriate grade standard?

B. Classroom achievement in relation to ability. How effectively does this student appear to use his academic capacity? How much classroom effort does he make?

C. Energy level of student. How active or alert is this child? Is he able to participate in school activities adequately? Does his energy reserve seem to be sufficient both for academic and recreational purposes?

D. Citizenship qualities. How well does this pupil meet the explicit or implied conduct code of your class? Does he relate to others in a positive way? Would he serve as a good model for others in the class?

The following seven-point rating scale was employed for each of the four factors.

1.	Outstanding in the trait	7
2.	Well above average	6
3.	Somewhat above the average	5
4.	Average	4
5.	Somewhat below the average	3
6.	Considerably below average	2
7.	Extremely deficient in the trait	1

A comparison of pre-test and post-test scores of the teacher ratings was determined. Special education students were compared separately.

The male special education students showed a very significant improvement favorable to the breakfast program as measured by the teacher ratings of Classroom Achievement (Factor A) and Classroom Achievement in Relation to Ability (Factor B). The female special education students displayed a significant improvement in Classroom Achievement in Relation to Ability (B). No significant changes were noted for special education students in Factors C and D (Energy level and Citizenship).

Data for the male and female students from the remainder of the school population, however, indicated negative significant changes in the same categories.

Describe Your School. The Describe Your School[5] is essentially an attitude inventory. The pre-test was administered to the fourth and sixth grade students at Grant Elementary School (N=84).

The mean was 38.55 with a range from 15-49. After the pre-test, it was recognized that even though Grant School has a high proportion of low-income families, it also had many educational programs in progress. Therefore, it was decided that Grant School would be compared with two other elementary schools. School "B" was chosen because it also had a high ratio of low-income families, but fewer educational programs than Grant. School "C" was selected because it had a lower ratio of children from low-income families than Grant. In School "B" all fourth and sixth graders (N=69) were tested and in School "C" only the fourth and sixth graders (N=33) from families with low incomes were tested.

---

[5] Available from Minnesota Test Publishers, 1323 Keston Street, St. Paul, Minnesota. Published in 1965, the publishers provide no normative or reliability data for this fifty item test.

Admittedly, these merely constitute comparison groups and should not be considered as "control" groups for this project.

Using analysis of variance an obtained F ratio of 3.87 indicated that there was a significant difference at the 5% level among the means of the three schools. The children of low-income families attending Grant School and School B differed from the low-income population in School C by reflecting a more positive attitude toward school.

In June 1966, the post-test of the Describe Your School device was administered again to the same fourth and sixth graders at Grant School. Schools "B" and "C" were not included in post-tests. When the Grant School post-tests were compared with the pre-tests there were no gains or losses significant at the 5% level.

Gross Attendance Data. Grant School attendance data was gathered for second semester, 1964-1965, and for first and second semesters, 1965-1966. Second semester, 1964-1965, attendance data was obtained so that a comparison could be made with second semester, 1965-1966. It was during the second semester, 1965-1966, that the Breakfast Program was in operation. The means of these two periods show an increase of 0.3% favoring the period of the breakfast program. The chi-square test for significance did not indicate significance at the 5% level. It should be noted that there was a period of influenza during second semester, 1965-1966. A similar period of illness did not occur during the comparison period. The presence of the free breakfast program did not seem to significantly influence attendance patterns according to the available data.

GRANT BREAKFAST PROGRAM[6]

Appraisal of Growth and Leanness--Fatness

The anthropometrical measurements provided information about the general pattern of changes which occurred in growth and body composition of children from the Grant School during the period of four months of the breakfast program. A random sample of 24 white boys, 26 Negro boys, 27 white girls and 23 Negro girls were selected for the study including Grade 1 to Grade 6 children. Summary data is presented in Table II.

HEIGHT

During the four months between the pre- and post-tests the white and Negro boys grew from 132.1 cm to 134.2 cm and from 133.9 cm to 135.9 cm, respectively. Had this increase in height of 2.1 cm in white boys and 2.0 cm in Negro boys been projected to twelve months, it would have exceeded yearly increases in height of 5.5 cm as predicted from the tables of Stuart and Meredith (1946) for U.S. children 6 to 12 years old. The differences between the initial mean heights of both white and Negro boys and the final mean heights were statistically significant at the 1% level. The difference between the heights of whites versus Negroes was not significant.

Similar increase in height was noted in white and Negro girls. Before the breakfast program, the white girls were 133.4 cm fall and after four months their height was 135.6 cm. The height of the Negro girls increased from 133.9 cm to 135.6 cm in the same period of time. Had this increase of 2.2 cm in height of the white girls been projected to 12 months, it would have exceeded yearly increases in height of 5.0 cm as predicted from the tables of Stuart and Meredith (1946) for U.S. children 6 to 12 years old. The increase of 1.7 cm in height of the Negro girls, if projected to 12 months, would be slightly lower than the expected yearly increase for U.S. girls according to the same tables of Stuart and Meredith. The difference between the initial and final means of white and Negro girls was significant at the 1% level. There was no significant difference between the mean heights of white versus Negro girls.

---

[6] This section of the report written by Dr. Ladislav P. Novak.

WEIGHT

During the four months between the pre- and post-tests the white and Negro boys gained weight from 31.5 kg to 32.3 kg and from 30.7 kg to 31.2 kg respectively. The difference between the initial and final means of weights of the white boys was found to be significant at the 1% level, while that of the Negro boys was significant at 0.05 level only. Had the increase in weight of 0.8 kg of the white boys been projected to 12 months, it would barely reach 75% of the annual increase of 3.3 kg in weight as predicted from the tables of Stuart and Meredith for U.S. children 6 to 12 years old. The Negro boys gained only 0.5 kg during four months which would approximate about 50% of the yearly weight gain of U.S. children if this gain in weight of the Negro boys were to be projected to twelve months.

Prior to the breakfast program, the weight of the white girls was 32.2 kg and after four months it was 34.1 kf while that of the Negro girls was 30.0 kg and 31.2 kg, respectively. The differences between initial and final means of both groups of girls were found to be significant at the 1% level. The gain in weight of 1.9 kg of the white girls, if it was projected to 12 months, would have exceeded the annual weight gain of 3.5 kg as predicted from the tables of Stuart and Meredith for U.S. children 6 to 12 years old. The weight gain of 1.2 kg of the Negro girls reached the predicted annual increase in weight as found in the tables of Stuart and Meredith.

These interpretations of height and weight are made with the understanding that the tables of Stuart and Meredith (1946) still apply today, i.e., 20 years later, and that the variables in question in this particular sample apply to the normal sample of U.S. school children. Further, the Negro boys and girls are equated as far as these two variables are concerned with standards which have been collected from caucasoid children only. However, it should be born in mind that, according to one study completed in California, heights and weights of white and Negro children are the same for all practical purposes between ages 5 to 18 years.

BIACROMIAL AND HUMERUS DIAMETERS

The skeletal growth of the children in this study was further appraised by measuring the biacromial diameter (shoulder width) and the biepicondylar diameter of the humerus (elbow width). The biacromial diameter increased during the four months from 28.2 cm to 29.1 cm and from 28.8 to 29.6 cm in the white and Negro boys, respectively. Similar increase was found in white and Negro girls; namely, from 28.5 cm to 29.4 cm and from 28.2 cm to 29.2 cm. All of these differences between the means of pre- and post-tests of white and Negro boys and girls were found to be significant at the 1% level.

Tanner in his book, Growth at Adolescence, provides a graph from which an average annual increase of 12 mm to 13mm can be interpolated. Had the increases in biacromial diameters been projected to 12 months, they would all have exceeded the predicted yearly increase of shoulder width as given by Tanner.

The diameter of the humerus seemed to increase only slightly during the four months of the breakfast program. It should be remembered, however, that this diameter is much smaller than the previous one, and therefore, increments to be expected will be of a smaller magnitude.

The elbow width of white and Negro boys increased from 5.45 cm to 5.54 cm and from 5.37 to 5.50 cm respectively. The same small change was measured in the elbow width of white and Negro girls; namely, from 5.22 cm to 5.28 and from 5.26 to 5.34 cm, respectively. No significant changes were found from pre- to post-testing.

Contrary to the boys, the white and Negro girls seemed to reduce the subcutaneous fat in the upper arm from 14.3 mm to 11.8 mm and from 10.7 mm to 8.5 mm, respectively. Only the differences between the initial and final means of both groups of girls were found significant at the 1% level.

The subscapular skinfold showed a small reduction in all of the subjects in this study. The means of the white boys measured before and after the breakfast program were found to be 6.6 mm and 6.1 mm while the means of the Negro boys were 5.9 mm and 4.5 mm, respectively. These differences between the initial and final means of the white boys were significant at the 5% level while those of the Negro boys were found significant at the 1% level. The means of the subscapular skinfold of the white girls decreased from 9.6 mm to 8.3 mm and from 6.5 mm to 5.3 mm in the Negro girls. Differences between the initial and final means of both the groups of girls were significant at the 1% level.

The means of calf skinfold of the white and Negro boys changed very little during the breakfast program. The fat on the calf of the white boys increased from 9.5 mm to 9.8 mm and in the Negro boys it decreased somewhat from 7.6 mm to 7.4 mm. These differences between the initial means of both the groups of boys from final means were not significant. However, the white girls decreased subcutaneous fat layer in the calf from 12.7 mm to 9.7 mm and the Negro girls from 9.5 mm to 7.0 mm, respectively. The difference between the pre- and post-test means of both the groups of girls were significant at the 1% level.

SUMMARY

The increase in height of all children in this study during the breakfast program except the Negro girls exceeded the predicted U.S. standards. Weight increase was found to be below the expected U.S. standards in boys, but equal to the expected U.S. standards in girls. Skeletal growth (lateral) exceeded comparable data. Musculature showed slight gain in boys, but a much larger gain in girls. Concomitantly, fat measurements did not show any change in boys and were reduced markedly in girls.

HEMOGLOBIN

The determination of hemoglobin was used to find the effect of increased iron intake through the breakfast program based on the previously reported deficiencies from the pilot study. In all the groups of children in this study, hemoglobin remained practically the same. Mean values before and after the breakfast program for the white boys were 13.5 grams per cent and 13.1 grams per cent and for the Negro boys 13.6 grams per cent and 13.3 grams per cent. A similar picture for the hemoglobin was found in the white girls; namely, 13.6 grams per cent and 13.2 grams per cent and for the Negro girls 12.9 grams per cent and 12.6 grams per cent. The differences between the means were not statistically significant.

However, it should be mentioned at this point that in those few children with a low hemoglobin concentration before the breakfast program (10.0 to 11.0 grams per cent), a marked improvement was found (12.0 to 13.5 grams per cent). The slight decrease in hemoglobin concentration found in all groups after the breakfast program should be considered in the total picture of rapid growth as it was found in all the children in the study. It is known that blood hemoglobin constitutes an important source of iron necessary for growth.

DISCUSSION

From the results of this short study, it is possible to deduct certain inferences. It was of interest to detect the acceleration of growth in height which was accompanied by a decrease in the deposition of subcutaneous fat. Concomitantly, the musculature did show some increase primarily in the girls. With the weight increase of all the children, the pattern of changes in body composition could be understood. All the energy available to the children was utilized for skeletal and muscular growth primarily. The loss of subcutaneous fat and the observed increase in musculature after the program, suggests that the children were participating in more physical activities in spring than during the winter. While in all probability, boys engage in more physical activities during winter than do the girls, the spring activities for girls seemed to have affected them more in terms of losing fat and enhancing their muscular development than boys.

However, because no measures of physical activities could have been taken of the children in this study, this explanation must remain a hypothesis only.

RECOMMENDATION

Such a project as this one conducted in the Grant School discovers inadequacies in nutritional and growth patterns in a school population. Socioeconomic status of the families of the school children bears some relationship to the problems of nutrition and growth. Adequate breakfast or lunch programs can offset such deficiencies, but should be conducted for the whole school year in order to minimize the seasonal and physical activity effects on variables which should be tested. Some census should be made periodically (recall test) as far as the nutrition received at homes during the breakfast or lunch program.

EVALUATION OF THE BREAKFASTS

Daily breakfast intake was taken for three weeks for all the children in the study. The results are presented in the following table:

TABLE I

AVERAGE THREE-WEEK NUTRIENT INTAKE FROM BREAKFASTS

	Breakfast	Snack	Total
Calories	341.0	284.0	626.0
Protein - gm	11.9	12.0	23.9
Fat - gm	9.4	12.4	21.8
Carbohydrates	53.2	32.2	85.4
Calcium - mg	341.0	318.0	659.0
Iron - mg	3.1	0.9	4.0
Vitamin A - I.V.	1335.0	626.0	196.0
Ascorbic Acid - mg	29.0	2.0	31.0

The intake of total calories, iron, vitamin A and ascorbic acid was designed to offset the deficiencies based on the results from the Grant School pilot study in 1965. These deficiencies in Grant School children compared to the recommended daily dietary allowances by the National Academy of Sciences-- National Research Council amounted to about 600 total calories, 4.3 mg of iron, 300 mg of calcium, 1125 I.V. of vitamin A and about 26 mg of ascorbic acid.

As it can be observed from the Table I, that all deficiencies were taken care of by the adequate breakfast program except the iron intake.

TABLE II

SUMMARY DATA

VARIABLE	BOYS						GIRLS					
	WHITE			NEGRO			WHITE			NEGRO		
	Pre-	Post-	Gain	Pre-	Post-	Gain	Pre-	Post-	Gain	Pre-	Post-	Gain
HEIGHT (Centimeters)	132.1	134.2	2.1	133.9	135.9	2.0	133.4	135.6	2.2	133.9	135.6	1.7
WEIGHT (Kilograms)	31.5	32.3	.8	30.7	31.2	.5	32.2	34.1	1.9	30.0	31.2	1.2
SHOULDER WIDTH (Centimeters)	28.2	29.1	.9	28.8	29.6	.8	28.5	29.4	.9	28.2	29.2	1.0
ELBOW WIDTH (Centimeters)	5.45	5.54	.09	5.37	5.50	.13	5.22	5.28	.06	5.26	5.34	.08
UPPER ARM FAT (Millimeters)	9.3	9.8	.05	9.4	9.7	.03	14.3	11.8	-2.5	10.7	8.5	-2.2
SUBSCAPULAR SKINFOLD (Millimeters)	6.6	6.1	.5	5.9	4.5	1.4	9.6	8.3	1.3	6.5	5.3	1.2
CALF SKINFOLD (Millimeters)	9.5	9.8	.3	7.6	7.4	-.2	12.7	9.7	-3.0	9.5	7.0	-2.5

Local #6
State Project #92
Code 758

ABSTRACT

PROJECT TITLE: School Rehabilitation Project (Work Preparation Program)

PROJECT ADMINISTRATOR: Dr. Evelyn Deno, Director of Special Education and Rehabilitation

APPROVAL DATE: January 19, 1966

DURATION: March 1, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $25,400

SCHOOLS INVOLVED: The Rehabilitation Center, located in the Washington School, is open to all eligible Minneapolis children who meet the requirement of being educationally handicapped

PERSONNEL:
1 Social Worker
1 Job Placement Specialist
2 Case Managers
3 Technical Aides
2 Curriculum Development Specialists

DESCRIPTION: Title I monies were used to augment this ongoing program. Students from public and parochial schools are referred to the Center by Special Education Coordinators. The program represents the articulated services of the School Rehabilitation Center and an office of Vocational Rehabilitation. The program is designed to facilitate transition to adult living as well as social and economic adjustment of educationally handicapped pupils who are reaching the terminal phase of their regular school programs. Through a variety of assessment procedures, including training and counseling, the rehabilitation staff is able to arrive at an appropriate evaluation of each student. Educational and vocational experiences both within and without the Center are provided. Evaluation of this program included a description of the students served, the type of work experiences provided, and the duties of the technical aides.

REPORT ON THE
SCHOOL REHABILITATION PROGRAM[1]

The School Rehabilitation program, coordinated with the services of the Vocational Rehabilitation program, was designed to provide occupational evaluation and/or experience for the educationally handicapped students. The major outcomes of this service would include: (1) positive social and economic adjustments leading toward a satisfying and productive adulthood and (2) referral to various helping agencies for those individuals needing more specialized attention.

The service actually begins when an individual is recommended to the special education department for the School Rehabilitation services. These referrals would include: (1) recent graduates, (2) anticipated graduates, (3) dropouts, (4) individuals on school excuse, (5) junior high school students anticipating senior high entry and (6) senior high students in grades ten through twelve.

The referrals are screened by the special education department for the purpose of determining whether or not the individual might profit from the services offered by SRP. As a result of this screening process, individuals may be referred as follows: (1) back to their home school, (2) reclassified within special education, (3) referred to a community agency, (4) other (including individuals who refuse the service), (5) referred to the School Rehabilitation Center for evaluation and/or work experience under the School Rehabilitation program. In the event that students are dealt with according to items 1 through 4, above, they may be referred back to special education at a later date.

---

[1] Project evaluation and this report written by John F. Cumming.

Students referred to the School Rehabilitation Center (SRC) through the special education department are each evaluated by the SRC staff. This evaluation requires a considerable amount of data which is gathered from various sources by the technical aides. The technical aide is a newly defined position being utilized by the SRC on an experimental basis and was designed to compensate for the shortage of certified personnel.

Upon completion of the SRC evaluation, the students may be (1) accepted for prevocational training or on-the-job training, (2) deferred until a later date, (3) referred back to the original referral source, (4) referred to a community agency or (5) reclassified within the special education department.

For those individuals accepted by the School Rehabilitation Center (SRC), two unique programs exist. Both of these programs involve work adjustment experiences with one program providing work adjustment training (sometimes referred to as WAT) and the other program providing on-the-job placement, training and supervision. Ideally, the work adjustment training program (WAT) should lead toward the on-the-job training program.

EVALUATION

The evaluation of state project #92, School Rehabilitation Project (Work Preparation Program) will center around the services that it was designed to provide and the results of these services as shown by (1) the number, educational level and sex of students referred by special education to the School Rehabilitation Center, (2) the activities of the technical aides, (3) the characteristics of students referred to the work adjustment training (WAT) component, (4) the characteristics of students provided with on-the-job training, (5) the types of jobs held by students and (6) a comparison of the project 681 population with the SRP population on the basis of adult dependency status.

Referrals to School Rehabilitation Program. The educational status of individuals accepted and deferred for occupational training through the School

Rehabilitation program is shown in Table 1. According to the table, twenty-seven percent of the referrals to the School Rehabilitation program were girls and sixty-three percent were boys. After the initial screening was completed, seventy-one percent of the referrals were accepted for further training under the School Rehabilitation program.

TABLE 1

INDIVIDUALS DEFERRED AND ACCEPTED FOR OCCUPATIONAL TRAINING BY THE SCHOOL REHABILITATION CENTER

	Junior High N = 49		Senior High N = 129		School Excuse or Dropout N = 16		Secondary School Total N = 194		Total	
	M	F	M	F	M	F	M	F	N	%
Deferred	15	5	19	10	4	4	38	19	57	(29)
Accepted	18	11	60	40	7	1	85	52	137	(71)
Total	33	16	79	50	11	5	123(63)	71(27)	194	(100)

In Table 1, above, each of the two categories, deferred and accepted, actually consisted of two sub groups which are shown in the next two tables. The individuals who were deferred for later action included the following two groups: (1) temporary and (2) indefinite. The term "temporary deferrment" means that these individuals were selected for later re-evaluation and/or entry. The term "indefinite deferrment" applies to those individuals who will not be seen again for a variety of reasons including involvement with other agencies and previous achievement of independent status, unless a second request is received. The two classes of deferred individuals, temporary and indefinite, are shown in Table 2. Of the fifty-seven individuals who were deferred for later action, forty percent were considered temporarily deferred and sixty percent were considered as indefinitely deferred. Sixty-seven percent of the deferred individuals were boys and thirty-three percent were girls.

TABLE 2

STATUS OF INDIVIDUALS DEFERRED BY THE SCHOOL REHABILITATION CENTER

SRP Deferred	Secondary School Age		Total	
	M	F	N	%
Temporary	16	7	23	(40)
Indefinite	22	12	34	(60)
Total	38(67)	19(33)	57	(100)

The two sub-groups of accepted individuals included those who had completed their training and those who were still being trained at the time of the final report (September). These sub-groups or categories are shown in Table 3 and consisted of a total of 137 individuals including fifty-seven percent who had completed their training and forty-three percent who were still receiving training.

TABLE 3

STATUS* OF INDIVIDUALS ACCEPTED FOR TRAINING BY THE SCHOOL REHABILITATION CENTER

SRP Accepted	Secondary School Age		Total	
	M	F	N	%
Treatment Continuing	33	27	60	(44)
Treatment Completed	52	25	77	(56)
Total	85 (62)	52 (38)	137	(100)

* As of September 1966

Technical aides. Evaluation and guidance services were provided to each referred individual under the School Rehabilitation program. Before these services could be completed, a considerable amount of data was gathered for each referred individual. This data was previously gathered by certified persons but because of the unavailability of professional help, "technical aides," i.e. non-professionals, were hired on a temporary, experimental basis. A summary of the number and percent of hours allocated to various duties by the three technical aides is shown in Table 4. According to the table, the technical aide training and orientation program used five percent of their time and another fifteen percent of their time was used for administrative and research support. The remaining eighty percent of the time was allocated to duties directly related to the evaluation and guidance aspects of the School Rehabilitation program.

TABLE 4

NUMBER AND PERCENT OF HOURS ALLOCATED TO VARIOUS TECHNICAL AIDE DUTIES IN SUPPORT OF SCHOOL REHABILITATION CENTER EVALUATION AND GUIDANCE FUNCTIONS

Technical Aide Duties	Hours N	Hours %
Abstracting case records	200	(20)
Structured interviews with students and staffs	110	(11)
Case follow-ups	237	(24)
Case related activity	173	(18)
Observing and testing students	66	(7)
Technical aide training	48	(5)
Administrative and research support	146	(15)
Total	980	(100)

Occupational training. The School Rehabilitation program provides both work adjustment training and on-the-job training opportunities. The number of individuals, by age, receiving training in work adjustment and on-the-job are shown in Table 5. Although the number of individuals referred to each training situation was nearly identical, there was a noticeable trend for the younger individuals to have been referred to the work adjustment training program and for the older individuals to have been referred to the on-the-job training program. However, this latter situation can be accounted for by the presence of high school graduates (special education students) who were seeking transitional work experiences.

TABLE 5

NUMBER OF INDIVIDUALS
BY AGE, REFERRED TO ON-THE-JOB
AND WORK ADJUSTMENT TRAINING

Age	Work Adjustment Training	On-The-Job Training
15	2	1
16	16	8
17	16	8
18	8	4
19	1	20
20	1	1
21	0	2
22	0	1
Total	44	45

Table 6 shows referrals, by sex, to the work adjustment and on-the-job training programs. Of the thirty girls referred, approximately one-half went to each program. The same was true for the fifty-nine boys with approximately fifty percent of them in each training program.

TABLE 6

REFERRALS, BY SEX, TO THE WORK ADJUSTMENT AND ON-THE-JOB TRAINING PROGRAMS

Training Program	Male		Female		Total	
	N	%	N	%	N	%
Work adjustment training	30	(50)	14	(47)	44	(50)
On-the-job training	29	(50)	16	(53)	45	(50)
Total	59	(100)	30	(100)	89	(100)

Types of employment for on-the-job training program students with and without SRP supervision, by sex, is shown in Table 7. According to the table, a larger percentage of girls (50%) than boys (38%) worked full time. Of the total 45 individuals in the program, forty-two percent worked full time and fifty-eight percent worked part time.

TABLE 7

TYPES OF EMPLOYMENT FOR ON-THE-JOB TRAINING PROGRAM STUDENTS WITH AND WITHOUT SRP SUPERVISION, BY SEX

Types of Employment	W. SRP Supervision		W.O. SRP Supervision		Total		Total
	M	F	M	F	M	F	
Full Time	6	0	5	8	11 (38)	8 (50)	19 (42)
Part Time	18	7	0	1	18 (62)	8 (50)	26 (58)
Total	24	7	5	9	29 (100)	16 (100)	45 (100)

Table 8 shows the DOT classification of jobs held under the on-the-job training program. Approximately sixty-three percent of these jobs were in the personal service areas such as food handler with another twenty-three percent classified as unskilled labor. The total, then, of personal service and unskilled jobs were nearly eighty-six percent.

TABLE 8

D.O.T.* Classification of Jobs Held Under the On-The-Job Training Program

Occupation (D.O.T.)	Male N	Female N	Total N	Total %
Professional	0	0	0	
Clerical	1	0	1	(2)
Domestic	0	0	0	
Personal	16	12	28	(63)
Protective	0	0	0	
Building Service	1	1	2	(4)
Agriculture	2	0	2	(4)
Skilled	0	0	0	
Semi-skilled	0	2	2	(4)
Unskilled	9	1	10	(23)
Total	29	16	45	(100)

*D.O.T. - Dictionary of Occupational Classifications

Industrial classification of jobs held by on-the-job training program students, by sex, is shown in Table 9. According to the table, there were some differences between the numbers of boys and girls working in the various industries. These differences were small, however, and much larger numbers would be required before they could be considered as significantly different. The employment of just over fifty percent of these students in the hotel and restaurant industry is noteworthy, however. In addition, the baking industry with nine percent and the hospital and nursing home industry with seven percent accounted for another sixteen percent. These three related industries, then, accounted for approximately two-thirds of the individuals employed through the School Rehabilitation program.

TABLE 9

Industrial Classifications of Jobs
Held by On-The-Job Training Program
Students, by Sex

Industry	Sex		Total	
	Male	Female	N	%
Hospital & Nursing Home	1	2	3	(7)
Baking	4	0	4	(9)
Hotel & Restaurant	13	10	23	(51)
Retail Business	2	0	2	(4)
Service (Business)	0	3	3	(7)
Public Institutions	4	0	4	(9)
Manufacturing	3	1	4	(9)
Miscellaneous labor	2	0	2	(4)
Total	29	16	45	(100)

One of the major objectives of the program was to reduce adult dependency needs of special education students through the provision of occupational training experiences. However, the project has not been operational long enough to show a permanent reduction in adult dependency needs. Some idea of the effectiveness of a program of this type could be obtained by comparing the employment status of individuals who received previous occupational training through Project 681 and the School Rehabilitation program with individuals who had not received such services. Table 10 shows the results of two follow-ups, the first conducted in 1962 and the second conducted in 1966. Both the table and the following comments are taken from a report to the research team by the School Rehabilitation Center.

TABLE 10

Employment Status of Special
Education Population as Indicated
by Follow-ups in 1962 and 1966

Adult Employment Status	Follow-up 1962 %	Follow-up 1966 %
Full time	39	38
Part time	12	11
Armed forces	4	3
Housewife	10	6
In-training	2	18
Restricted activity	6	8
Unemployed	27	16
Total	100%	100%

"The reduction of adult dependency as a result of service enabled by PL 89-10 moneys cannot reasonably be assessed until after those who are served reach adulthood. However, something about the problem-and-adjustment matrix in which SRP operates can be shown."

"The frankly unemployed proportion shows a significant drop. This is a good place to point out a contrast between the 1962 and 1966 follow-up groups. Those followed up in 1962 were seen for research purposes, and had left the special classes before there was a Project 681. They had not been given service by what is now known as the School Rehabilitation Program. They had received a special class education, and some had been served by the state Division of Vocational Rehabilitation. In contrast, those followed-up in 1966 had been given service by 681-SRP. This is not the only difference between 1962 and 1966, of course, so 681-SRP cannot claim all the credit. There are other services to youth now operative, in and out of the school system. However, it is reasonable to assume that the 681-SRP kind of services does reduce adult dependency, and that the drop of the unemployment rate should be expected."

"Still, 16% is a substantial unemployment rate. Its impact may be further reduced, though, by the knowledge that a small but significant proportion of the 1966 follow-up cases are still students, who are still in SRP service and who will resume school attendance this fall. They are thus not, strictly speaking, adult dependents. This was not the situation with the 1962 cases, all of whom had been out of school for at least three years."

"To summarize the evident trends, the 681-SRP service complex coincides with a drop in early adult dependency, though a corresponding increase in independence is not clearly shown. The increase in independence can be inferred, however, since those followed up in 1966 are a younger group of people. The 681-SRP kind of service, expansion of which was enabled by PL 89-10 funds, can be reasonably claimed to reduce adult dependency of handicapped persons."

SUMMARY

Summary. Available records covering 194 individuals indicate that approximately seventy-one percent of the individuals referred to the School Rehabilitation Center were accepted after the initial evaluation for further training. These individuals consisted of junior high school students, senior high school students, dropouts, and individuals out of school under a school excuse. Most of these students were presently in secondary school with only sixteen of them being dropouts or on school excuse. In addition to the seventy-one percent accepted for immediate training, approximately one-half of the remaining twenty-nine percent were to be reevaluated for fall entry into the program. Finally, of those accepted, approximately one-half had completed their training and transitional experiences by September.

The three technical aides contributed to the efficiency of the School Rehabilitation program through their activities with regard to abstracting case records, case follow-ups, students testing and observing and other supportive activities.

In the training programs there was a tendency to refer the older individuals to the on-the-job training program while referring the younger individuals to the work adjustment training program. The boys and girls were evenly divided between the two programs. Approximately fifty-eight percent of the individuals in the on-the-job training program were working full time with the remaining forty-two percent employed on a part time basis. Eighty-six percent of the jobs held, i.e. training situations, were in the personal service or unskilled labor categories according to the Dictionary of Occupation Titles. When classified according to industries, approximately two-thirds (67%) were in the related areas of (1) baking, (2) hotel and restaurant and (3) hospital and nursing homes.

According to a statement received from the School Rehabilitation Center, the program has made satisfactory progress and has contributed to the reduction of "adult dependency rate" among those qualified for assistance as handicapped students under the special education department.

Recommendations. The School Rehabilitation Program was designed to assist adolescents in making the transition from junior to senior high school or from high school to adult independence. The following recommendations have been made with regard to the achievement of these objectives.

The technical aide program was successful in terms of speeding up the entry and the training of individuals who were referred to the program. Because of this success, expanded use of the aide in the work adjustment program and the on-the-job training program should be explored.

The technical aides spent 786 hours gathering data of one sort or another. If the process of gathering data delays entry of an individual or restricts the number of individuals who might enter the program, then the possibility of adding more technical aide time for this function should be considered. An alternative action would be to reduce the quantity and quality of data required for an evaluation.

Another procedure which would assist the data gathering effort would be to use a card, about the same size, shape and scope of a cumulative record card, which would follow the student from his home school, through the special education department to the school rehabilitation. On this card would be historical data, data regarding the referrance by the special education department and data relevant to his status at any particular time in the school rehabilitation program.

The students who received on-the-job training were working mostly in the personal service or unskilled trade areas and within these categories, the major industries were: (1) hotel and restaurant, (2) baking and (3) hospital and nursing homes. An attempt should be made to determine whether or not these categories, i.e. job description and industry, represent (1) the job market, (2) the individual's limitations, (3) the type of training opportunity provided or (4) some combination of the above.

While at the school rehabilitation center, the student may receive training in basic skill development and/or educational, vocational and personal counseling. An attempt should be made to define and evaluate these experiences.

The type of follow-up which contrasted the 1962 population with the 1966 population provided useful information and should be expanded to provide a more qualitative picture of the total program.

Finally, a close relationship between both the Work Opportunity Center and the high school work programs with SRC should be maintained in order to provide the best opportunity and training for the individual student.

Local #7
State Project #96
Code 757

ABSTRACT

PROJECT TITLE: Project Communication

PROJECT ADMINISTRATOR: Mrs. Edna Anderson, Principal,
Harrison Elementary School

APPROVAL DATE: January 4, 1966

DURATION: January 4, 1966 - June 17, 1966

BUDGET: Elementary and Secondary Education Act Funds $47,100

SCHOOL INVOLVED: Harrison Elementary School

PERSONNEL: 1 Audio-Visual Coordinator
2 Resource Teachers
In-Service training for 44 teachers
In-Service training personnel

DESCRIPTION: Different kinds of audio-visual equipment were supplied to this target area school in sufficient quantities to provide for maximum learning by its educationally disadvantaged children. A multi-media approach improved the learning climate of the school. A center for development and dissemination of special tapes for listening tables, film clips, and projectuals was developed by the audio-visual coordinator. An in-service program for teachers was conducted to stimulate them to develop materials and methods for the creative use of equipment. Evaluation focused on teachers' perceptions of the project, description of equipment purchased, and a description of the kinds of materials furnished to and developed by those participating.

PROJECT COMMUNICATION[1]

INTRODUCTION

The 1965 Urban Area Summer Program at Harrison School revealed needs which were believed to be largely responsible for the learning lag and consequent negative attitude of many disadvantaged children. In order for these pupils to learn best, it was found to be necessary that they:

a. work in small groups

b. study non-book materials, as close to real experience as possible.

c. be provided with sensory experiences which promote discrimination learning and abundant association through a multi-media approach.

Further, it was found that teachers best met these needs when:

a. materials they needed were at hand, preferably with each classroom completely equipped

b. there was maximum flexibility in the use of programs with necessary equipment available at all times.

The foregoing observations led to the communications project at Harrison School during spring semester, 1966.

---

[1] Project evaluated and report written by Dr. Patricia J. Goralski.

EVIDENCE RELEVANT TO THE ACHIEVEMENT OF MAJOR OBJECTIVES

Objective I. **To provide sufficient audio visual equipment of all kinds so that it is always at hand for maximum learning by educationally disadvantaged children.**

The amount and kind of audio visual equipment at Harrison School on January 1, 1966, was reported in Table I, column 1. Equipment ordered from P.L. 89-10 funds was listed in column 2 with the total to be available during the school year, 1966-67, in the third column. The availability of equipment per classroom was calculated for the year, 1965-66 (before purchases from 89-10 funds), and for the year, 1966-67 (after purchases from 89-10 funds). See Table I.

TABLE I

AUDIO VISUAL EQUIPMENT AVAILABLE AT HARRISON SCHOOL
(38 classrooms)

EQUIPMENT	IN BUILDING, JAN. 1966	ORDERED FROM P.L. 89-10 FUNDS	TOTAL TO BE AVAILABLE 1966-67	AVAILABILITY PER CLASSROOM 1965-66	AVAILABILITY PER CLASSROOM 1966-67
Record Player	24	23	47	.63	1.23
Tape Recorder	2	26	28	.05	.74
Listening Table	1	3	4	.03	.11
Radio	3	0	3	.08	.08
Television	4	38	42	.11	1.11
Projector, 16 MM	3	27	30	.08	.79
Projector, 8 MM	0	1	1	.00	.03
Filmstrip Projector	7	38	45	.18	1.18
Overhead Projector	3	39	42	.08	1.11
Opaque Projector	2	3	5	.05	.13
Polaroid Camera	1	1	2	.03	.05

As a result of purchases from P.L. 89-10 funds, equipment should be readily available to teachers for their work with disadvantaged children.

Objective II. To make educational programs highly flexible by taping radio programs for playback on the intercom system whenever the teacher requests it.

Radio programs have been taped. In addition, teachers have taped many programs from other sources. Some of the kinds of things taped were:

--a professional reader recorded poetry about the weather.

--in the course of a water unit, the sounds of water under different conditions were recorded.

--an extensive music appreciation unit was recorded for sixth graders.

--class programs were recorded (for example, an adaptation of the Wizard of Oz and an original play).

The important element in all of these recordings was their appropriateness for the particular classes for whom, or by whom, they were created.

Objective III. To provide a library of films, tapes, filmstrips, and projectuals in crucial areas of study.

and

Objective IV. To maintain a well developed system of cataloging, a means of informing teachers of what equipment and materials are on hand, and as an efficient system of dispersal.

For many years, Harrison School staff members have been working to develop a well organized library of audio visual materials. The lastest revision of the filmstrip library catalog was dated January, 1966. Cataloging has begun for slides, tapes, and projectuals developed during the school year, 1965-66, including those created during the inservice training program. As they arrive, films and other materials ordered from P.L. 89-10 funds will be included in the catalog. An audio visual coordinator has been hired to carry forward the task of making audio visual materials and equipment readily available to teachers and pupils.

Objective V. To present visually, through school-made film clips, certain aspects of skill development which need to be presented clearly and completely.

Equipment and materials necessary to make film clips did not arrive before the end of the school year, 1965-66. This objective will be implemented during the year, 1966-67.

Objective VI. To provide teachers with inservice education experiences that will assist in developing special material for non-book learning, effective use of audio visual equipment and creative ways of using modern equipment and materials with educationally disadvantaged children.

The principal, assistant principal, and forty-three teachers at Harrison School participated in a three-hour per week, ten-week audio visual inservice training program. The first meeting was held on Tuesday, March 29, and the last on Tuesday, May 31.

Thirty-five teachers who were present at the first session on March 29, responded to a short questionnaire. Forty percent of the respondents held the B.A. or B.S. degree. Thirty-seven percent had completed work beyond the bachelor's degree and fourteen percent held the M.A. or more.

Teaching experience of respondents was reported in Table II. It was interesting to note that Harrison School teachers were a thoroughly experienced group who were, nevertheless, interested in advancing their knowledge of new techniques.

TABLE II

The Number of Years of Teaching Experience for Thirty-five Teachers Present at the First Inservice Education Meeting

Teaching Experience	Number of Teachers	Percent
A. Less than 2 years	4	11.4
B. 3-5 Years	12	34.3
C. 6-10 Years	8	22.9
D. More than 10 Years	10	28.6
E. No Response	1	2.8

Many Harrison School teachers reported having had special training in audio visual techniques prior to the beginning of the inservice program. However, almost half the group (16 teachers) had no coursework in this area. It was hypothesized that enthusiasm was generated as the inservice work progressed because leadership was available both from outside the group (the audio visual consultant and the administrators of the school) and from within the group (those teachers who had extensive previous work in audio visual techniques).

Teachers indicated the extent to which they used each of nine kinds of audio visual equipment. They were asked to add other kinds of audio visual equipment which they had used. See Table III.

TABLE III

The Degree to Which Teachers Used Audio Visual Equipment
Prior to March 29, 1966

Equipment	Used Frequently		Once in awhile		Rarely	
	N	%	N	%	N	%
A. Film Strip Projector	18	51.4	15	42.9	2	5.7
B. Movie Projector	24	68.6	7	20.0	4	11.4
C. Overhead Projector	5	14.3	5	14.3	25	71.4
D. Opaque Projector	4	11.4	12	34.3	19	54.3
E. Television	14	40.0	12	34.3	9	25.7
F. Radio	7	20.0	13	37.1	15	42.9
G. Tape Recorder	8	22.9	11	31.4	16	45.7
H. Phonograph	29	82.9	4	11.4	2	5.7
I. Listening Table	4	11.4	3	8.6	28	80.0
Other: Kinds of audio visual aids added by subjects						
J. Viewer					1	
K. View Master and Films	1		1		1	
L. Flannel Board	2					
M. Mounted Pictures	3					
N. Enlarged Catalog Cards			1			
O. Quiz Board			1			
P. Charts	1					

Since the use of the overhead projector was stressed during the inservice programs, it will be interesting to follow up to discover whether there will be a shift toward more frequent use of the overhead. Also, as more equipment becomes available, it will be of interest to find out whether many different kinds of equipment are also used more frequently.

As a result of the inservice program, teachers reported experiencing the greatest gains in the areas of knowledge of possibilities for new uses of audio visual materials and the development of materials to be used with audio visual equipment. The teachers' reports agreed with observations of Harrison School administrators and the evaluator. It was agreed that teachers had become aware of the kinds of materials that could be developed which would be appropriate for their own pupils. A book was compiled as an outgrowth of the inservice education program which contained many of the materials developed by teachers during the inservice program.

The Harrison School Audio Visual Coordinator stated that there was an increase in the use of audio visual equipment during the spring semester, 1966, but, even so, the equipment did not break down as frequently as in past years. It was his belief that inservice training had helped teachers toward better use of the equipment, itself, as well as more effective utilization of the educational opportunities provided by the equipment.

SUMMARY AND CONCLUSIONS

Audio Visual equipment and materials will be much more readily available at Harrison School as a result of purchases from P.L. 89-10 funds. The in-service program helped teachers to become involved in developing materials appropriate for a particular child or class. These non-book learning devices offered opportunities for participation by educationally disadvantaged children. It was believed that the combination of the use of multi-sensory media and more active pupil participation in learning activities would help children to develop their abilities to discriminate and associate.

Evidence has been reported which indicated that the Harrison School Communications Project objectives have been met where the necessary equipment was available. Factors believed to contribute to the success of the project were:

--capable leadership

--long term interest on the part of a faculty committee (dating back a number of years) in ways that audio visual techniques could be used to enhance the learning of educationally disadvantaged children

--a commitment on the part of all Harrison School faculty members to improve educational opportunities for disadvantaged children.

Local #8
State Project #101
Code 756

ABSTRACT

PROJECT TITLE: Symphony Music For Twenty Elementary Schools

PROJECT ADMINISTRATOR: Clarence Hegg, Consultant in Music

APPROVAL DATE: February 4, 1966

DURATION: March 1, 1966 - June 17, 1966

BUDGET: Elementary and Secondary Education Act Funds $4,000

SCHOOLS INVOLVED:

Blaine
Grant
Hall
Madison
Adams
Harrison
Greeley
Monroe
Hawthorne
Hay
Irving
Emerson
Motley
Corcoran
Willare
Clinton
Warrington
Pierce
Webster
Mann

PERSONNEL: Quartets and Quintets from the Minneapolis Symphony Orchestra

DESCRIPTION: Two concerts were given in each elementary school. The children assembled in the gymnasium or community room, and listened to music geared to their level of understanding. Performing artists explained their instruments, how the sound was made, and then demonstrated the use of this sound in types of music, blending with other instruments, and so on. Children were encouraged to ask questions during the performances. Evaluation focused on instrument identification and musical information derived from the performances. Evidences of more musical appreciations on the part of the children were sought from both teachers and the children themselves.

LIVE SYMPHONY MUSIC[1]

The project was conceived with the following objectives in mind:

- --to initiate an interest in and appreciation for better music
- --to help all children begin to identify and pursue musical interests

Written comments from the children, teachers, and principals indicate a high degree of interest in these concerts. Children were tested before and after one of the series in two schools, and it was found that they had gained significantly in matters of musical knowledge. Many teachers and principals reported considerable improvement in the spirit and morale of the children. Furthermore, many direct requests were made asking that the live symphony program be continued from year to year. Judging by the number of favorable reports, objectives were attained, if not fully, at least to some degree.

The following thought expressed by one of the teachers perhaps justifies the propriety of this effort. She said that most of the children in the target area have no other way to hear or see live quality performance than through this school experience.

Narrative Description. Two different instrumental groups visited each of the 20 target area schools with the exception of the five schools in which only one group performed. In schools which had back-to-back performances, children from kindergarten through grade 3 heard the first concert, and children from grade 4 through grade 6 heard the second performance. The first performance was geared to the younger group. Each performer described his instrument and told of its function in the group. Some of the more interested children were even allowed to hold the instruments and examine them at close range. Near the end of each program the children were encouraged to ask questions. The numbers and kinds of questions asked indicated a high degree of interest.

---

[1] Project evaluated by Dr. Thomas Brodie, former Director of Federal Project Research, Minneapolis Public Schools. This section written by Mr. Clarence Hegg, Consultant in Instrumental Muscic.

In general, these concerts had a good impact on the children of the target area because the commentary helped put the music within the realm of the children. No serious problems were encountered in administering the project other than the fact that the duration period in which the project had to be effected was too brief (3½ months) and the exposure of the performers too limited. Recommended changes for next year include:

--shorter programs for kindergarten through grades 3 - not over 35 minutes including both commentary and music.

--increased number of programs.

--program numbers should be known beforehand so children could come better prepared.

--selections for kindergarten through grades 3 should be lighter in nature and pieces should include some tunes which the children might recognize.

--musicians should be briefed in our objectives before the season arrives.

RESEARCH SUMMARY[1]

The Live Symphony project was evaluated in three ways. These were: (1) the reactions of elementary school pupils who attended the programs, (2) the judgment of school staffs in buildings where the programs were conducted, and (3) the results of a test of musical knowledge administered to pupils before and after the Live Symphony programs.

A sample of 173 fifth and sixth graders from three Target Area schools was selected for the post-program survey. The pupil questionnaire consisted of ten questions relating to Live Symphony to which answers "yes," "no," and "uncertain" could be given. In order to minimize reading problems the questions were read by the survey administrator.

In Table 1 the ten questions and percentage of affirmative responses to each are recorded. It will be noted that the average proportion of "yes" answers was more than half the sample for both males and females with percentage means of 55.9 and 56.2 respectively. Outright negative responses to the ten questions averaged less than 30 percent for both sexes.

More than three-fourths of the sample indicated a desire for more Live Symphony concerts in the schools. This was a straightforward question and seemingly called for less qualification than some of the other items. By contrast such questions as "Would you rather listen to music than read a book?" and "Do you feel happier after hearing a concert?" were answered "yes" by less than 50 percent of the pupils. A possible reaction of "it depends" on the part of pupil respondents might well account for the significantly lower percentage of straight affirmative answers on such items.

---

[1] This section written by Dr. Thomas E. Brodie, former Research Director for Federal Projects.

TABLE 1

Percentages of 5th & 6th Grade Students Responding Affirmatively to Questions on Live Symphony

STATEMENTS	PERCENTAGES	
	MALE N = 88	FEMALE N = 85
1. After hearing and seeing the musicians perform in your school, do you understand more fully the kinds of music you hear on radio and T.V.?	51.1	58.8
2. As you listen to a musical group play, are you able to identify the instruments more easily?	64.8	74.1
3. Are you now more interested in instrumental music than you were before the concerts?	45.5	44.7
4. Would you like to have more concerts in your school?	73.8	85.8
5. Did the concert hold your interest all the way through?	61.3	55.2
6. Do you feel happier after hearing a concert?	44.3	45.9
7. After listening to a concert, would you be interested in learning more about music?	53.4	49.4
8. Do you hear something else besides the melody?	61.3	63.5
9. Are you able to identify the melody as the musicians play a piece?	51.1	42.3
10. Would you rather listen to music than read a book?	44.3	42.3

A total of 277 staff members completed the Live Symphony questionnaire. This form consisted of 10 statements to which respondents could check "agree," "unsure," and "disagree." It also provided a place for comments about the Live Symphony program.

Table 2 indicates the percentages of staff persons agreeing with each of the 10 statements. The average percentage of agreement was 78. It should be noted that on all but one statement, at least two-thirds of the respondents reacted affirmatively. Statement #10 probably pre-supposed a more unlikely set of observations than the other statements and thus encouraged responses of "unsure."

Comments by staff members concerning Live Symphony varied considerably. In general, the statements were supportive of the program and often included somewhat technical suggestions for its improvement. Among the latter were recommendations for shortening musical presentations to younger children, playing more familiar compositions and simplifying introductory remarks. There was broad agreement that some of the musicians were far more effective in working with children than others.

Staff members clearly indicated that the cultural character of Live Symphony represented a significant educational opportunity for Target Area children. In many instances, this kind of program would be the only such exposure that these youngsters would experience. Teachers pointed out that such appreciations were far more likely to develop through appropriate school programs than in subsequent adult life. As one teacher put it, "The ability to identify and associate symphonic music will take one a long way toward liking it."

TABLE 2

Percentage of Staff in Agreement With Statements on Live Symphony Program

N = 277

STATEMENTS	PERCENTAGE OF AGREEMENT
1. The Live Symphony program has been extremely effective in developing an interest in good music among our pupils.	66.1
2. The time spent on Live Symphony was well invested.	96.0
3. The Live Symphony program was handled very efficiently in this school.	89.2
4. Explanations provided by musicians concerning their work were highly appropriate for our children.	79.4
5. Most children were clearly interested in this program.	82.3
6. The time devoted to Live Symphony presentations was about right.	77.3
7. Physical facilities for the program were adequate.	69.0
8. The Live Symphony program deserves to be continued next year.	98.2
9. In general, I could find no major defects in Live Symphony.	90.6
10. Some students showing negative attitudes toward music in the past developed more positive reactions through Live Symphony.	28.9

In order to secure some measure of learning associated with the Live Symphony program, a 25 item objective test was administered on a pre- and post-symphony basis to certain fifth and sixth graders. Three classrooms in two Target Area schools were selected for this purpose. The test consisted of 20 true and false statements and five matching items. Test content was determined by one of the school system's music consultants without any specific determination of the symphony conductor's outline of explanatory or interpretive remarks to the children.

Table 3 shows pre- and post- results on the test of musical knowledge. It will be noted that means increased for both males and females. When the pre- and post-tests scores were analyzed using a T test of correlated measures to determine the significance of the mean differences, the resultant T value indicated a significant difference at the 0.01 level of confidence (t=2.537), favoring the post-test scores.

TABLE 3

Pre- and Post-Test Means
And Standard Deviations For The
Live Symphony Test of Musical Knowledge

5th & 6th Grade	PRE-TEST			POST-TEST		
	N	MEAN	ST. DEV.	N	MEAN	ST. DEV.
Males	47	15.32	3.15	44	17.57	3.16
Females	33	16.12	3.34	38	16.39	4.04
TOTAL	80	15.65	3.23	82	17.02	3.62

CONCLUSIONS

The evidence gathered on Live Symphony indicates broad support for the program by both staff and pupils in Target Area elementary schools. This inference is not mitigated by the considerable number of revisionary suggestions offered by staff members. Such proposals tended to be specific in nature and most could probably be implemented without significantly affecting the general program outlines. There is also a reasonable basis for concluding that children learned about certain technical aspects of music through the Live Symphony program.

Local #9
State Project #118
Code 733

ABSTRACT

PROJECT TITLE: Developmental Reading Centers

PROJECT ADMINISTRATOR: Miss Janice Podany, Secondary Helping Teaching in Reading

APPROVAL DATE: January 31, 1966

DURATION: February 15, 1966 - June 17, 1966

BUDGET: Elementary and Secondary Education Act Funds $8,325

SCHOOLS INVOLVED: North, South, and Central High Schools

PERSONNEL: 1 Developmental Reading Resource Teacher

DESCRIPTION: This project was not put into operation this first fiscal year. Materials were ordered but were slow in arriving. A room was made available in each of the three high schools, which will house the materials. Teachers in the schools will be able to choose reading material geared to the level of the students they teach. The resource teacher will assist in choosing these materials for teachers and conduct in-service training sessions. Preliminary discussions at the building level were held, and it was apparent that at least one of the three high school faculties was ready and enthusiastic about getting the project underway.

DEVELOPMENTAL READING CENTERS

OBJECTIVES

1. By making a helping teacher in reading available to teachers in North, South, and Central High Schools in Minneapolis, it is hoped that teachers will learn more about reading and learn more skills in helping their students become better readers.
2. That by giving direct help to teachers who will deal with youth in regular classrooms improved reading and consequently better work in academic areas will be fostered.

NARRATIVE DESCRIPTION

Because the project director could not be released from her regular staff assignment, the contemplated professional service was not provided. The project director actively planned and prepared for the implementation of the Reading Centers' program in the following ways:

1. Ordered materials primarily for the improvement of reading speed, comprehension, word recognition, study skills, and other reading skills; and appropriate mechanical aides such as controlled readers and film strips.
2. Met with key personnel including administrators, counselors, and English departments in each of the three buildings where the program will be conducted. These meetings involved orientation to the project and appropriate coordination in each building.

COMMENTS

The project director noticed differences in the receptivity and readiness for this program in the three schools. One English department appeared relatively ready for knowledge of reading techniques and use of materials for the improvement of reading. Opportunities for small-group in-service work within another English department seemed to exist.

Local #10
State Project #193
Code 755

ABSTRACT

PROJECT TITLE: Observation and Interpretation

CONSULTANT PRODUCER: Frank Engdahl, Resource Teacher in Radio-TV

APPROVAL DATE: February 16, 1966

DURATION: March 1, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $ 32,223.75

SCHOOLS INVOLVED: Elementary:

Adams
Blaine
Bremer
Clinton
Corcoran
Emerson
Grant
Greeley
Hall
Hawthorne
Hay
Harrison
Irving
Lowell
Madison
Mann
Marcy-Holmes
Monroe
Motley-Pratt
Pierce
Seward
Sheridan
Warrington
Webster
Willard

Secondary:

Bryant
Franklin
Lincoln
Phillips
Sheridan

PERSONNEL: 1 Television Technician
1 Television Consultant-Producer

DESCRIPTION: Closed circuit television of demonstration teaching and student activities was utilized. A complete portable television set, including a camera, recording and remote equipment was available to facilitate observation, listening and interpretation of live activities. These activities were designed for observation by both school personnel and educationally disadvantaged students. Evaluation included a description of the viewers, the control and use of content, and ratings by the viewers and the persons requesting the service.

EVALUATION REPORT ON OBSERVATION AND INTERPRETATION[1]

Introduction

Project Observation and Interpretation was designed for the purpose of demonstrating and interpreting effective techniques in working with educationally disadvantaged children. This service, which consisted of recording and replaying on video tape any pertinent requested activity, was to be made available to the Urban Area Summer Project program and the Urban Area Staff Development Project with the content and use of the video tape to be determined by the person requesting the taping and playback. In view of the foregoing discussion, a major problem in the construction of evaluation procedures seemed to be that the evaluator could not anticipate the precise nature of the situation to be evaluated; nor could he know the precise nature of the viewers, since they might have been adolescents or children with various levels of comprehension and reading skills.

Evaluation rationale. An examination of the literature indicated that the use of video tape as an educational instrument has been a relatively recent innovation. The reports have been generally optimistic about the effectiveness of video tape recording and replaying, with evaluations being more subjective than objective. However, there has not been any clear cut evidence this medium is any better or worse than other mediums as an educational tool.

The real advantage that the use of video tape provides is the opportunity to control the content and use of the tape. Travers[2] presented a critical discussion of visual and auditory aids to learning in which he suggests that more effective use of tapes would result from improved control of content.

---

[1] Project evaluated and this report written by John F. Cumming.

[2] Travers, Robert M. W. "An Introduction to Educational Research", The MacMillan Company, New York, 1964, pp. 567.

Because of the nature of the project and the strong emphasis in the literature on the need for control of content and use of video tapes, this evaluation centered around the following three areas: (1) description of viewers, (2) control of content and use, and (3) rating of effectiveness in presenting the specified objectives. Information retrieval will be accomplished through the use of two self-report forms, one to be completed by persons requesting the playbacks and one to be completed by persons viewing the playbacks.

The description of the viewers was in terms of: (1) years of experience in education, (2) job description, (3) level of training, and (4) level of teaching assignment. The content to be evaluated will include the objectives of the project as follows:

1. To demonstrate behavioral characteristics of educationally disadvantaged children.
2. To demonstrate methods for motivating educationally disadvantaged children.
3. To demonstrate management techniques for working with educationally disadvantaged children.
4. To demonstrate methods for communicating with educationally disadvantaged children.
5. To demonstrate general methods for teaching educationally disadvantaged children.
6. To demonstrate methods for teaching communication skills to educationally disadvantaged children.
7. To demonstrate use of materials for teaching educationally disadvantaged children.
8. To demonstrate competencies and materials for teaching functional non-readers.
9. To demonstrate individual counseling techniques for the educationally disadvantaged children.
10. To demonstrate group counseling techniques for the educationally disadvantaged children.
11. Other (specify)

A five point scale followed each objective for the purpose of permitting the viewer to rate the playback. The viewer was also able to indicate which of the general objectives he perceived to be in the video tape playback by circling the yes or no which preceded each objective. With regard to use of tapes, the person requesting the playback was asked about: (1) prior preparation of the viewing group, and (2) follow-up discussions with viewing group.

Evaluation

The evaluation of state project #193, Observation and Interpretation centered around the following four areas: (1) a description of the viewers, (2) a description of the requester's preparation for playback and follow-up discussions, (3) a description of the viewing conditions, and (4) the ratings and comments with regard to video tape playback by requesters and viewers.

Description of viewers. The description of the viewers included the following characteristics: (1) area of professional interest, (2) years of experience in education, (3) job description, (4) salary classification or degree level and (5) area of assignment (i.e. elementary, secondary, etc.).

The various areas of professional interest include such areas as drama, reading, and sociology. Altogether, there were twenty fulfilled requests for deomonstration playbacks and an additional number of playbacks were requested for the purpose of self-evaluation. The highest number of completed requests, seven, were in the drama and reading areas, followed by the counseling area with five completed requests.

Eighty-two percent of the viewers were classroom teachers with the remaining eighteen percent consisting of counselors, administrators, social workers and others. Forty-eight of 108, or forty-four percent, had over ten years experience in education. Of these, four out of five were from elementary schools. Seventy percent of the viewers held bachelors degrees and twenty percent held the master's degree.

Preparation for viewing and follow-up. The following items will be discussed in this section: (1) preparations for video tape playback and follow-up discussions, (2) selection and rating of objectives by requesters, and (3) rating of viewing conditions by viewers of video tape playbacks.

Only twenty-five percent of the persons requesting playbacks observed the taping sessions and only forty-four percent assisted in the editing of video tapes. However, ninety-four percent of the requesters prepared their groups beforehand and ninety-four percent also conducted a follow-up after the playbacks.

Of the ten defined objectives, with regard to culturally deprived children, the three most often chosen as primary purposes of the playback were: (1) methods for motivating, (2) management techniques, and (3) methods for communicating. Techniques for teaching functional non-readers and group counseling techniques were the least requested objectives.

Viewing conditions. A rating of viewing conditions by viewers of the playbacks was done. The ratings were generally positive but one area, sound intensity and clarity, received enough unsatisfactory ratings to rate specific attention in the future.

Ratings and comments. Of the ten project objectives designated as purposes for the project, one or all could have been specified by the requester as primary purposes for any specific playback. As a matter of fact, the number of primary purposes which were specified varied from one request to the next and the summary of requests and ratings of video tape effectiveness by the requester has already been described.

Each viewer was asked to designate which of the objectives (i.e. content areas) that he felt were included in that particular playback, and the viewers perception of objectives present in each tape might differ from those specified by the requester.

When the objective was specified as a primary purpose for the video tape playback, a majority of the viewers perceived the objective as present in the playback with a range of sixty to ninety-four percent. This response seemed to indicate that the video tapes were specific to the purposes of the person requesting the tape; however, the number and percent of viewers who perceived objectives when not specified as a primary purpose, indicates that a relatively high percentage of viewers perceived the objectives even when they were not specified.

The viewers were also asked to rate the playbacks with regard to each perceived objective (i.e. content area), using a five point scale ranging from 1 (poor) through 3 (satisfactory) to 5 (excellent). The N differed from one objective to another because some objectives were selected more often than others by the persons requesting the playback. All means were between three and four with standard deviations ranging from 0.611 to 1.265.

Summary

Summary. The area of interest with the highest number of playback requests was drama and reading with the highest average number of viewers in sociology. The viewers were mostly classroom teachers from elementary schools with bachelors degrees, with a relatively even distribution of experience ranging from zero to more than twenty years.

Usually, the persons requesting the playbacks did not observe the taping sessions, however, they did prepare the groups before hand and conducted follow-ups after the playbacks. The objectives for playbacks most often chosen were concerned with: (1) motivating, (2) managing and (3) communicating with the culturally disadvantaged child.

The conditions under which the video tapes were played back were generally considered to be satisfactory with the exception of sound clarity and intensity.

The majority of the viewers perceived the content (i.e. objectives) that had been specified by the person requesting the playback. In addition, the viewers often perceived content that had not been specified as one of the primary purposes. The ratings by both the persons requesting and viewing the video tapes were uniformly satisfactory with an acceptable consistency of range of opinion.

Project Observation and Interpretation was designed for the purpose of demonstrating and interpreting effective techniques in working with the culturally disadvantaged children.

In attempting to fulfill the purposes of this project,

1. The video tape playbacks were shown to 107 individuals including mostly teachers, counselors and administrators from the elementary level.
2. The topic areas covered were drama and reading, sociology, physical education and mental health, counseling and the use of teacher aides.
3. With regard to the disadvantaged child, the playback content included behavioral characteristics, teaching methods and counseling techniques.
4. Both the viewing conditions and the tape content were positively rated by the persons requesting the tape and the persons viewing the tape.

Recommendations

1. An expanded use over a wider range of topic areas.
2. A broadened exposure to more teachers, especially those in secondary education.
3. An improved specificity with regard to content and purpose.
4. An improved sound transmission and reception.
5. A specific effort to include the areas of special education, the "work programs," the neighborhood youth corp, the School Rehabilitation Center and the various augmentive components of the federal projects such as Staff Utilization, teacher aides and Higher Incentives as recipient of this service.

Local #11
State Project #194
Code 752

ABSTRACT

PROJECT TITLE: Special Education Staff Augmentation

PROJECT ADMINISTRATOR: Dr. Evelyn Deno, Consultant in Special Education and Rehabilitation

APPROVAL DATE: February 14, 1966

DURATION: March 1, 1966 - June 10, 1966

BUDGET: Elementary and Secondary Education Act Funds $ 64,247

SCHOOLS INVOLVED:

Adams
Blaine
Clinton
Corcoran
Emerson
Greeley
Grant
Hall
Harrison
Hawthorne
Hay
Irving
Madison
Mann
Monroe
Motley-Pratt
Pierce
Warrington
Webster
Willard
Franklin
Lincoln
Phillips
Central
North
South

PERSONNEL:

92 Part-Time Special Learning Disability Resource Teachers
2 Independent Study Teachers
4 Psychologists
1 Counselor
1 Staff Development Person

DESCRIPTION: This project was designed to supply several special services to pupils who did not adjust well to the regular school program because of such things as social maladjustment problems, neurological impairment, emotional disturbances, moderate physical handicaps, and other things which were interfering with normal school progress. The resource teachers at each school helped integrate all supplementary instructional services for referral cases. Tutorial service was utilized. Referrals to this program were made through the established procedures of the Child Study Department. Evaluation focused on a description of students served, performance ratings by teachers, teacher recommendation, educational status of students on termination, and pre- and post-test scores on the wide range achievement tests.

SPECIAL EDUCATION STAFF AUGMENTATION[1]

Introduction

The Special Education Staff Augmentation Project (state project #194) was designed to provide services for students with special education needs. These services, consisting primarily of tutoring and evaluation, were to be provided during the spring and summer of 1966. According to the project description, the main measurable components were: (1) the special learning disabilities (SLD) resource-tutoring teachers, (2) the independent study unit (ISU) programs, and (3) additional school psychological services.

__Components__: The three components: (1) psychological services, (2) special learning disabilities resource-tutoring teachers, (3) and the independent study unit (ISU) actually consisted of only two really separate activities, since both the SLD and the ISU units depended upon tutoring (or a one to one relationship) while the psychological services consisted of efforts toward individual evaluation and recommendations.

The psychological services were designed to provide an evaluation and/or recommendations with regard to a number of problems that might arise with regard to school placement of students. Both in-school and out-of-school resources in terms of possible reference points were available; for example, tutoring within the regular school setting or referral to the Minneapolis Association for Retarded Children (MARC). Students receiving this service might be of any age, sex or ability and might be singly or multi-handicapped.

The special learning disabilities (SLD) resource-tutors and the independent study unit (ISU) were designed to provide an individual with a one-to-one tutoring relationship for the dual purpose of teaching subject matter and providing ego support. Included, for purposes of evaluation, in this group were the services of the speech clinicians and these services provided to St. Joseph's Home for children. In addition to the emotionally disturbed children and the children with speech defects, two other major groups of children were included, the first, served by SLD resource-tutoring teachers, were "those children diagnosed by the school system's Child Study Department as manifesting learning disabilities" to the extent that they needed a one-to-one relationship with a tutor and the second, served by the independent study unit, included those individuals of secondary school age who were unable to enroll in school on a regularly scheduled basis.

---

[1] Project evaluated and this report written by John F. Cumming.

All of these children had special needs; best met through a flexible program designed to accommodate, as much as possible, the teaching methods and materials to the individual needs of the student.

The actual amount of time that these components were in operation varied according to the component. For example, the section of the independent study unit component serving individuals referred by school counselors was completed by the end of the school year in June 1966 and the section serving expectant mothers of school age was completed during the summer. The SLD tutoring-resource teachers provided their services during the summer while the speech clinicians had begun work during the spring.

Evaluation

The evaluation of state project #194, Special Education Staff Augmentation will center around the services that it was designed to provide and the results of these services as shown by (1) teacher ratings, (2) test results, and (3) educational commitments of the students. Essentially, these questions; (1) Who was served? (2) How were they served? and (3) What were the results of this service? will provide the basis for the evaluation.

Those factors which all components had in common, for example, grade level and sex of students, are reported together and those factors which were unique to each component, for example, pre- and post-test scores on the Wide Range Achievement test, are reported separately. The ratings and test results which are tabulated in this report have been taken from those students who were served during the summer, except for several individuals in the independent study unit; while the psychological evaluation data was obtained from all of those individuals who had received service.

The grade level and sex of individuals who received services through the three components were determined. These components included the 139 individuals who received psychological services, forty-three of the fifty-one who received tutoring through the independent study unit and sixty-six who were tutored during the summer by the SLD tutor-resource teachers and speech clinicians. According to the table, over one half of the individuals who received psychological evaluations were pre-school or kindergarten children. The total indicates that more males (60%) than females (40%) received psychological evaluations. All students, with one exception, who were tutored through the independent study unit (ISU) were of high school age and included seventy-seven percent girls and twenty-three percent boys. Eighty percent of the students in the SLD summer program were boys and twenty-percent were girls. For all three components the percentage of boys was fifty-eight and for the girls, forty-two.

School placement recommendations based upon psychological evaluations were summarized. These recommendations can be classified as having to do with: (1) early school entry, (2) continuation of regular school progress, and (3) eligibility for special education services. Also included are the number of retests which were recommended before a placement decision could be made. Of interest to persons familiar with group differences between boys and girls are the percentages of boys and girls who were tested for early school entry as compared with those tested for continuation of regular school progress. The majority of individuals who were tested for early entry were girls (75%) while the majority of individuals who were tested for continuation of regular school progress were boys (68%). Also, the boys (68%) constituted the majority of individuals who were tested for placement in special education.

Within the special education classification, sixty-one individuals were recommended for placement. Twenty-one percent of these students were recommended for placement in special education classes (educable) while tutoring was recommended for fifty-four percent of the students.

Performance ratings, by teachers, of tutored students, by subject were determined. These included both the independent study unit and the SLD tutor resource component. According to the results, ninety percent of the boys and ninety-nine percent of the girls had performed at a level of satisfactory or better. Even allowing for the known tendency to be generous in a report such as was required of the tutors, these ratings must be rated as highly satisfactory. The person familiar with group differences between boys and girls might be interested in comparing the percentages of boys and girls who had taken reading with the percentages of those who had taken social studies. The wide range of courses taught by the tutors was commendable in view of the time, facility and material limitations of the summer program. Even these categories do not begin to tell the story, since within the reading category, almost every level was taught and the same was also true for the English courses (language arts).

Tutor-recommended fall status for students in the summer SLD tutor-resource component showed a one-to-one teaching relationship for the fall was recommended for fifty-one percent of the students. While regular classes were recommended for only eight percent of the students. The percentages of boys

(79) and girls (21) in the SLD group is also worth noting.

The independent study unit was meant to be an interim experience for students presently unable to enroll in a regularly scheduled program. Worth noting are the twenty-six percent who graduated from high school and the forty-three percent who returned to regular school. Only seven percent definitely terminated all regular education.

Testing. The elementary SLD resource-tutoring program was designed to provide: (1) tutoring services focused upon skill improvements and (2) an ego-supportive relationship with the resource-tutor. For the purpose of evaluation, measurement of improvement in reading, arithmetic and language arts (spelling) skills along with an inferrence with regard to the establishment of an ego-supportive relationship seemed desirable.

Two treatments, (1) ego-support and (2) tutoring, were applied to sixty-six students. The ego-supportive treatment cannot be further defined except to say that it involved a personal relationship between a teacher and student but the tutoring process consisted of individual tutoring in one or more subject matter areas; primarily reading, arithmetic and language arts (spelling). As used in this report, the term "tutored" shall refer to a learning experience in a specific subject matter area and the term "non-tutored" shall mean that the student was not tutored in that specific subject matter area. For example, a student who received tutoring in reading but not arithmetic or language arts shall be considered as tutored with regard to reading and non-tutored with regard to arithmetic or language arts.

The Wide Range Achievement test, by Jastak and Bijou, was selected for the purpose of measuring improvement in the arithmetic, reading and language arts (spelling) skills. Each of the three sections was administered by each tutor to his students at the beginning and end of the program, with a period of four to six weeks between administration. This procedure provided a pre-test and post-test score for each individual on the reading, arithmetic and language arts (spelling) sections. From the sixty-six students, pre-test and post-test scores were obtained as follows: (1) thirty-nine sets of reading scores, (2) thirty-eight sets of arithmetic scores and (3) forty-one sets of language arts (spelling) scores.

Test results. A comparison of pre-test scores with post-test scores on the Wide Range Achievement test by subject matter components is shown in Table 1. The difference between pre-test and post-test means on the reading component for tutored students was 6.33 raw score units. This difference was significant at the .001 level and actually amounted to a gain of approximately one half year according to the scale. For tutored students in the arithmetic component, the raw score difference between pre-test and post-test means was 4.042, significant at the .001 level. The raw score difference of 8.417 for students tutored in the language arts component was also significant at the .001 level. For students not receiving tutoring the raw score difference in arithmetic was 1.643, which approached significance while the raw score difference in language arts (spelling) was 1.931, significant at the .001 level. In other words the students who were tutored in reading, spelling and arithmetic improved significantly according to the Wide Range Achievement test. However, the non-tutored students also improved with the improvement significant in spelling and approaching significance in arithmetic.

TABLE 1

COMPARISON[1] OF PRE - TEST WITH POST - TEST SCORES ON THE WIDE RANGE ACHIEVEMENT TEST BY COMPONENTS

Variable	N	Pre-Test Mean	Pre-Test S.D.	Post-Test Mean	Post-Test S.D.	diff	"t"
Students Receiving Training							
Reading Component	39	46.03	28.516	52.36	28.955	6.33	7.799*
Arithmetic Component	24	18.375	13.061	22.417	13.292	4.042	5.833*
Language Arts Component	12	27.583	12.191	36.000	14.097	8.417	4.270*
Students Not Receiving Training							
Arithmetic Component	14	26.714	17.574	28.357	18.616	1.643	1.151
Language Arts Component	29	36.000	24.681	37.931	24.941	1.931	3.975*

* Significant at .001 level

[1] "t"-test of Correlated measures

A comparison of mean raw score gains of tutored and non-tutored groups by components is shown in Table 2. According to the table, the difference between the tutored and non-tutored mean raw score gains in arithmetic was 2.399 units, significant at the .07 level. For the language arts (spelling) component, the difference between mean raw score gains of tutored and non-tutored groups was 6.486 units, significant at the .001 level. In other words, the tutored group made significant gains when compared to the non-tutored group in arithmetic and language arts (spelling).

TABLE 2

COMPARISON OF GAINS OF TUTORED AND NON-TUTORED GROUPS BY COMPONENTS

	Tutored		Non-Tutored			
Variable	Mean	S.D.	Mean	S.D.	diff	z
Arithmetic Component	4.042	3.394	1.643	5.344	2.399	1.512*
Language Arts Component	8.417	6.829	1.931	3.380	6.486	3.135**

* Significant at the .07 level
**Significant at the .001 level

SUMMARY

Summary. The Special Education Staff Augmentation project was designed to provide the following: (1) psychological evaluation services, (2) SLD tutoring with an ego-supportive relationship, and (3) tutoring through the independent study unit. One hundred and thirty-nine individuals were provided with a psychological evaluation for the purpose of determining (1) early school entry, (2) continuation of regular school progress or (3) placement in special education. The independent study unit provided tutoring for forty-three students of which seventy-seven percent were girls. The SLD tutoring resource teacher program provided tutoring for more than sixty-five students, mostly from the intermediate grade levels. Eighty percent of the students who were tutored under the SLD program were boys.

A wide range of courses was provided to students through the independent study unit and varied from English through social studies and mathematics to art. The tutors rated the student's performance as satisfactory in most cases. One of the reasons for designing the independent study unit was to offer interim maintenance for students returned to school and an additional twenty-six percent graduated; the intent of the program seems to have been satisfied.

The students who were tutored under the SLD resource teacher program made significant gains on the reading, arithmetic and language arts component of the Wide Range Achievement test. Students who did not receive tutoring in the three components however, did gain in the arithmetic and language arts components. These results suggest, but do not prove, a consistent, positive relationship between the effects of tutoring along with ego-support and the student gains on the three components of the Wide Range Achievement test. A comparison of mean gains by students receiving training (tutored) with the mean gains by students not receiving training (non-tutored) indicates that tutored students learned more as measured by the Wide Range Achievement test than did the non-tutored students. The differences between tutored and non-tutored students on the arithmetic and language arts components were considered significant; however an attempt should be made to replicate the comparison with regard to the arithmetic component because of the .07 significance.

Recommendations. The Special Education Staff Augmentation project consisted of three components, two of which were similar in that they each employed tutors. The following recommendations are presented with regard to the separate components.

A. Psychological evaluation services component.

   1. These services were utilized by 139 individuals and should be be continued as long as the demand persists.

   2. The decisions for early school entry, continued regular school progress and special education placement should be followed-up to determine the relative efficiency of this type of evaluation.

B. Independent study unit component.

   1. Arrangements for expanding this service should be made in view of the: (a) relative success of the program, (b) high student load per tutor, (c) variability of subject matter requested and (d) high number of potential users (i.e. school dropouts).

2. Standardized methods including programmed materials should be utilized in teaching English, reading, mathematics and social studies because of the relative high numbers of students taking the courses, in order to provide for maximum flexibility and effect of the service.

3. Specific arrangements for educational and vocational counseling should be made since only a very small percentage of boys and girls received this service in a formal manner.

C. Special learning disabilities component.

1. Arrangements for expanding the program should be made in view of the (a) success of the program and (b) needs of the population to be served. In addition, an interpretation of the meaning of the ratio of boys to girls, 4 to 1, receiving tutoring should be made to determine whether this represents the true proportions of boys to girls, who need this service.

2. The term "ego-support" should be operationally defined and clarified in order that this program can be replicated elsewhere.

3. The Wide Range Achievement test provided useful results for the purpose of evaluation, however, a broader perspective obtained through the use of additional instruments would be desirable, since measures of reading comprehension and reading speed are also useful in evaluating the effectiveness of the tutoring programs. Evaluation processes in arithmetic also could be strengthened in the same manner.

Local #12
State Project #195
Code 754

ABSTRACT

PROJECT TITLE: Foreign Language Camp

PROJECT ADMINISTRATOR: Mr. Frederick Oliver

APPROVAL DATE: January 26, 1966

DURATION: March 1, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $ 26,032.86

SCHOOLS INVOLVED: Junior High Schools:

Franklin
Lincoln
Phillips
Sheridan
All Saints
Ascension
Holy Cross
Holy Rosary
Immanuel Lutheran
St. Anthony
St. Boniface
St. Cyril
St. Joseph
St. Stephen

PERSONNEL:
1 Program Director
1 Camp Director
5 Teacher-Counselors
1 Consultant
1 Nurse
2 Student Aides

DESCRIPTION: Camp facilities were made available during the summer for two periods of two weeks each. Seventy-nine participants were selected from the upper half of the populations at each school, using Differential Aptitude Test scores, or equivalent, as the criterion. Camping experiences were used to stimulate interest in the French language as well as the French people and their customs. Songs, French menus, games, and skits offered activities which built interest. French was spoken as much as possible. Classes for language instruction were divided into general sessions and smaller group sessions. Evaluation assessed changes in attitudes toward culturally different people, understandings of the customs and language of the French people, and feelings about the camping experience. Evidence indicated this project was one of the most innovative and profitable experiences for children in this first year of using Title I funds.

FOREIGN LANGUAGE CAMP[1]

INTRODUCTION

The proposal for the Foreign Language Camp stated that, in Minneapolis:

> In all, only ninety-two 9th grade students of a total enrollment of 870 are learning foreign language in three junior high schools designated as eligible for Title I funds under the poverty formula.

It was hypothesized that many more students in these schools were capable of doing well in a foreign language and that the study of a foreign language might provide stimulus for students to raise their aspirations for the future. It was certain, in any case, that an experience with a foreign language would expand their environments and provide cultural enrichment. It was believed that experience with any language and culture would provide this stimulus. After consideration, it was decided that experiences with the French language and culture would be provided at the 1966 sessions of the Foreign Language Camp. Participants were in junior high school during the 1965-66 school year.

Two sessions, of approximately two weeks each in duration, were held: the first session from June 27 through July 11, attended by 39 students; and the second session from August 8 through August 22, attended by 40 students. (At the last moment, one boy was unable to attend the first session.) The camp was located on Lake Spitzer, about twenty-five miles north of Alexandria, Minnesota. Camp facilities, including food service personnel, were contracted from a private organization. However, the project director, the camp director, and the five counselors were teachers. In addition, the camp staff consisted of an experienced school nurse and two high school students.

The evaluator visited the camp once during each session and found it to be an exciting experience each time. The staff and the campers were busy, interested, enthusiastic, and cordial. They were participating eagerly in all kinds of activities and, at all times, an effort was made to learn and to use the French language.

---

[1] Project evaluated and this report written by Dr. Patricia J. Goralski

Each counselor's group was designated by the name of a French province. At the same time that groups learned to converse in French about the food, the activity, or the surroundings, the counselor provided information about the group's "own" province. Competitive activities were frequently organized by provinces and many awards were granted to provinces. The individual award that was coveted by all was the beret: blue for boys and red for girls. The beret signified that the student had met basic French language requirements.

French atmosphere was everywhere. Students were given passports when they left Minneapolis and, as they neared the camp, signs informed them that they were about to enter a foreign country. Each student was given French money with which to buy treats at the kiosque. The pace was brisk, the participation total, and the enrichment incalculable.

Four major objectives were stated in the Foreign Language Camp proposal. They were:

A. To promote interest in foreign language and cultures among children whose background of experience has been extremely limited.

B. To develop positive attitudes toward foreign language learning and toward persons who speak foreign languages.

C. To give students from culturally deprived areas educational assistance so that their foreign language program can proceed at a rate comparable to that of students in schools not enrolling large numbers of culturally disadvantaged.

D. To devise methods which are particularly effective for teaching foreign language to the culturally disadvantaged.

These objectives will be referred to in the course of the report as evidence relevant to their achievement is reported.

Four instruments were used to assess the success of the camp experience:

--Personal Factor Ratings for Campers

—Attitudes of Campers toward People of Other Cultures

--The Learning of the French Language by Campers

--Student Opinions Concerning Their Foreign Language Camp Experiences.

THE EVALUATION OF THE FOREIGN LANGUAGE CAMP EXPERIENCE

Each teacher-counselor was directly responsible for a group of eight students. Counselors completed a Personal Factor Ratings for Campers for each of the eight in his or her group at three different times during the course of the camping session. The factors were as follows:

A. Achievement in relation to others. In general, how well does this youngster perform at camp on his assignments, recitations, and tests, in comparison with other campers or on some appropriate grade standard?

B. Achievement in relation to ability. How effectively does this camper appear to use his academic capacity? How much effort does he make?

C. Energy level of student. How active or alert is this camper? Is he able to participate in camp activities adequately? Does his energy reserve seem to be sufficient both for academic and recreational purposes?

D. Citizenship qualities. How well does this camper meet the explicit or implied conduct code of your group? Does he relate to others in a positive way? Would he serve as a good model for others in the class?

Students were rated on a five-point scale with "5" being the most desirable rating. Counselors were also asked for comments, especially anecdotes of the nature of "critical incidents," whenever appropriate.

As counselors rated campers during the first session, they found that they could not satisfactorily rate factor "B": Achievement in relation to ability. Therefore, this factor was deleted.

Analysis of variance for factors "A," "B," and "D" reflected no significant differences at the five percent level of confidence by rating (first, second, or third ratings of each student) or by camp. It was inferred that

--campers were a fairly homogeneous group insofar as the three factors rated were concerned

--campers changed little with respect to the three factors rated during the course of the camping experience

--the selection criteria operated effectively to choose a group which functioned well in the camp setting.

A major objective of the Foreign Language Camp experience was:

To develop positive attitudes toward foreign language learning and toward persons who speak foreign languages.

Therefore, one of the major evaluation tasks was to try to discover whether, during the course of the camp experience, students' attitudes changed toward those who differed: toward "foreigners."

The Foreign Language Consultant of the Minneapolis Public Schools suggested that a review be made of A Study of the Roles of Attitudes and Motivation in Second-Language Learning, McGill University, by W. E. Lambert, R. C. Gardner, R. Olton, and K. Tunstall. This work was studied by the project director, the camp director, and the evaluator and, from it, fifty-eight items were selected which purported to test attitudes of high school students toward foreign peoples and cultures. These items were revised to make the language more simple and meaningful for younger subjects.

The 58 items included six sub-scales:

Anomie Scale. The intent of this scale was to measure a subject's dissatisfaction or discouragement with his place in society. Lambert referred to the work of Srole. Ten items from this scale were adapted and used.

California F Scale (Authoritarianism). The intent of this scale was to reflect authoritarian or undemocratic tendencies and generalized prejudiced orientations toward foreign peoples. Lambert had used the work of Adorno et al to develop his items. Eleven items were adapted from Lambert's work.

Ethnocentrism Scale. This scale was designed to assess ethnocentrism and a suspicion of foreign people and ideas. Lambert referred to the work of Adorno, et al. for some of his items. Six items were adapted from Lambert's work.

Preference for America over Other Countries. Items were designed which made invidious comparisons between the people of other cultures and the American culture. Agreement with items reflected a strong personal preference for the American culture and disagreement a comparative dissatisfaction with it and/or a preference for the other culture. Eight items were adapted from Lambert's work to make up this scale.

Attitudes toward Foreigners Now in America. This scale was made up of fourteen positively worded statements about foreigners who have become Americans.

Sensitivity to Others Scale. This scale was made up of nine items which attempted to assess how the subjects responded to the feelings of others.

The attitude test was administered to campers at the beginning of each session and the same test again at the end of each session. A total of 79 students, 31 male and 48 female, took the pre-test and the post-test. Use of the *t* test (for correlated measures) revealed no significant difference at the five percent level of confidence between pre-test scores and post-test scores for the total test of 58 items for male subjects, female subjects, and all subjects. However, when each scale was analyzed separately, significant changes were found. Means and levels of significance were reported in Table I.

The Anomie Scale and the Sensitivity for Others Scale need further study since movement of scores between pre-test and post-test was in a negative direction. It is recommended that the Anomie Scale be studied in an effort to discover what it measures for junior high school students in the Minneapolis schools. An attempt should be made to discover whether the change in scores for female campers was related to the camp experience in any discernable way. It was the evaluator's belief that items included in the Sensitivity for Others Scale were too indefinite. For example, a student might "feel like" making fun of others and yet not do so overtly. It is recommended that the items in the "Sensitivity" scale be made more definite in the sense that there is a commitment to overt behavior rather than an indication of inner feelings or thoughts. When the test is given to a larger population, special attention should be given to checking the validity of these two scales.

The Ethnocentrism Scale yielded interesting information. Male campers' scores moved in a negative direction but the degree of movement was not significant. However, female campers' scores changed in a positive direction

TABLE I

A COMPARISON OF PRE-TEST AND POST-TEST SCORES FOR STUDENTS PARTICIPATING IN THE FOREIGN LANGUAGE CAMP, 1966, ON THE TEST OF ATTITUDES TOWARD FOREIGN PEOPLE AND CULTURES AND ITS SIX SUBSCALES--FOR MALES, FEMALES, AND ALL SUBJECTS

Total Test, Test Scales, Subjects	Pre-test Mean	Pre-test S.D.	Post-test Mean	Post-test S.D.	Diff.	t	Probability
Total Test							
Male	78.129	8.119	79.129	7.270	1.000	0.978	
Female	82.542	7.331	82.792	8.575	0.250	0.316	
All Participants	80.810	7.902	81.354	8.239	0.544	0.873	
Anomie Scale							
Male	14.323	2.688	14.065	2.744	-0.258	-0.607	
Female	14.604	2.937	13.896	3.315	-0.708	-1.878	<.05
All Participants	14.494	2.828	13.962	3.086	-0.532	-1.880	<.05
Authoritarianism Scale							
Male	8.968	3.381	10.194	3.209	1.226	4.302	<.01
Female	10.042	3.268	10.521	3.446	0.479	1.186	
All Participants	9.620	3.333	10.392	3.338	0.772	2.838	<.01
Ethnocentrism Scale							
Male	6.903	2.006	6.742	1.460	-0.161	-0.668	
Female	7.104	1.949	7.542	1.675	0.438	2.116	<.05
All Participants	7.025	1.961	7.228	1.632	0.203	1.261	
Preference for America over Other Countries							
Male	13.258	1.861	13.258	2.113	0.000	0.000	
Female	13.438	2.378	13.500	2.203	0.062	0.201	
All Participants	13.367	2.179	13.405	2.157	0.038	0.155	
Attitudes toward Foreigners in America							
Male	22.935	2.792	23.968	2.714	1.033	1.848	<.05
Female	23.896	2.399	24.875	1.875	0.979	2.675	<.01
All Participants	23.519	2.586	24.519	2.269	1.000	3.226	<.01
Sensitivity for Others							
Male	11.419	2.838	10.903	2.454	-0.516	-1.112	
Female	13.354	2.149	12.458	2.259	-0.896	-3.598	<.01
All Participants	12.595	2.604	11.848	2.445	-0.747	-3.152	<.01

Male: N = 31
Female: N = 48
All Participants: N = 79

significant at the five percent level of confidence. When group means were inspected it was found that, not only did the girls gain more on the Ethnocentrism Scale, but their means were higher than the boys. It appeared that girls who participated in the camp experience were less ethnocentric in their outlook than the boys and that they became significantly less so during the camp session.

Responses on all the remaining scales moved in a positive direction from pretest to posttest. Responses to items on the Authoritarianism Scale were especially interesting. The means for female respondents were higher than those for males on both pretest and posttest. The pretest mean score for females was almost as high as the posttest mean score for males. Scores for females moved in a positive direction but the gain was not significant at the five percent level of confidence. However, males made positive gains at the one percent level of confidence and gains for all participants were significant at the one percent level of confidence. It was concluded that the camp experience decreased authoritarian attitudes of male campers, in particular, and all campers, in general.

The scale that was most directly related to the camp experience was the Attitudes toward Foreigners in America scale. From the pretest to the posttest, scores moved in a positive direction significant

-- at the five percent level of confidence for male campers

--at the one percent level of confidence for female campers

--at the one percent level of confidence for all participants in the camp experience.

Further, it was found that scores did not change significantly for males, females, or all participants on the Preference for America over Other Countries Scale. It was inferred that, in the course of the camp experience, students became more accepting of "foreigners" and more appreciative of cultures that differed from their own at the same time that they continued to hold their own country in the same regard as they did at the beginning of the program. Findings from these two

scales were, perhaps, some of the most important of the evaluation procedure. Comments of students agreed with the findings of the test. Many students believed that one of the most important aspects of the camp was the opportunity to learn about other people and their culture.

Since the attitudes tests seemed to operate quite well when scales were inspected separately, it is recommended that it be given to a larger segment of the general Minneapolis School population. Validity of all scales should be checked more closely and a balance of items achieved which will yield a total score which is directly related to the gains expected from the camp experience.

From the moment that students came aboard the bus for camp, the use of the French language began. At the school, during meals, while participating in sports, during drill periods--throughout the day, campers heard and used French. Many students commented that what they liked best about the camp was learning the language and most also added that they liked learning the language by the methods used at camp. A major objective of the camp experience was:

> To give students from culturally deprived areas educational assistance so that their foreign language program can proceed at a rate comparable to that of students in schools not enrolling large numbers of culturally disadvantaged.

Informal oral and listening tests were given during the course of each session. These tests were reported in the director's report. In addition, a forty-item written test was administered at the end of each session. A total of 79 students took the test: 39 during the first session and 40 during the second session. Scores were distributed as follows:

	Camp I	Camp II	Totals
Possible Range	0-40	0-40	0-40
Attained Range	17-40	23-38	17-40
Median	32.000	32.500	32.000
Mean	32.179	32.450	32.3165
Variance	33.3617	15.1769	23.8601
Standard Deviation	5.7760	3.8958	4.8847

Scores on the test provided evidence that a substantial amount of French was learned. In addition, evidence that a great deal of learning took place was provided by informal evaluations of the director and the teacher-counselors. Students, also, indicated that they believed that they had learned a great deal.

It was concluded that the camp experience provided students with educational assistance, both in knowledge of the French language and knowledge of French culture, so that their foreign language programs would be facilitated. Methods were developed which both the staff and students perceived to be helpful in gaining skills and knowledge as well as in stimulating interest. However, the effectiveness of these methods was not formally evaluated.

It is recommended that, in future camp experiences, the teaching-learning process (methods) be studied in order to discover those which produce the most efficient learning for educationally and culturally disadvantaged students. These processes or methods should be described with sufficient precision so that replication is possible and results, to some degree, become predictable. Students overwhelmingly agreed that:

- --they had learned a great deal at camp
- --French was fun to learn
- --they would like to study a language during the next school year
- --they would like to study French in school in the same way as they had in camp.

When 43.1% of the campers indicated that they would not object to spending time doing French homework (and 35.4% more were undecided), there was evidence that the foreign language camp experience was a success. Interest in a foreign language had, indeed been promoted.

When students were asked whether they had studied a foreign language before coming to camp, it was found that:

- --8 students had studied French for one year
- --1 student had studied French for two years

--6 students had studied Ukranian for more than one year

--4 students had studied Hebrew for more than one year

--1 student had studied Hebrew for less than one year

--3 students had studied Spanish for more than one year

--3 students had studied Spanish for less than one year

--3 students had studied Latin for one year.

Students were asked to check the one best way of learning French. They responded as follows:

--Speaking, 84.8%

--Listening, 13.9%

--Reading, 1.3%

--Writing, 0.0%

Since the methods of teaching French at the camp were based on speaking and listening, students, once again, had indicated a preference for the approach to learning used at camp.

When students were asked what was, in their opinion, the most interesting part of the French Camp, they overwhelmingly favored:

--learning the French language

--sports, and many mentioned the French sports

--learning about the French people and their culture.

The last item asked for the best reason the student could think of for studying a foreign language. By far the largest numbers stated:

--in order to understand people and cultures of other countries, including their problems

--in case the student should meet a foreign person.

It was of special interest that seventeen responses were of the nature of reporting self satisfaction, increase in personal knowledge, and pride. Quite a few students felt that French would be useful to them in further education and in their future businesses or professions.

After reading the pupil questionnaires, there was no doubt in the mind of the evaluator that students were interested in learning foreign languages, that they had learned a great deal at the camp, and that the students perceived their camp experiences to be of great value. In addition, they had a fine time.

CONCLUSIONS AND RECOMMENDATIONS

It was concluded that:

--student interest in foreign language learning and foreign culture had been promoted

--positive attitudes toward foreign language learning and toward people and cultures that differed from their own had been developed

--educational assistance had been provided so that participants' foreign language programs could be expected to proceed at a satisfactory rate

--effective methods for teaching had been devised.

It is recommended that:

--teaching-learning processes (methods) which produce the most efficient learning for educationally disadvantaged children be described with sufficient precision so that replication is possible and results, to some degree, become predictable.

--a follow-up study be made to find out whether students who participated in the 1966 Foreign Language Camp are taking, or register for, a foreign language (if so, which one) during the spring semesters of 1967, 1968, 1969.

Local #13
State Project #196
Code 753

ABSTRACT

PROJECT TITLE: Fine Arts Field Trips

PROJECT ADMINISTRATOR: Miss Marie Trauffler, Consultant in Field Trips and Safety Education

APPROVAL DATE: February 9, 1966

DURATION: April 1, 1966 - June 17, 1966

BUDGET: Elementary and Secondary Education Act Funds $ 4,028.41

SCHOOLS INVOLVED: Elementary:

Adams
Blaine
Clinton
Grant
Greeley
Hall
Harrison
Hawthorne
Hay
Holland
Irving
Lowell
Madison
Mann
Monroe
Sheridan
Warrington
Webster
Whittier
Willard

Secondary:

North High
South High

PERSONNEL: Transportation personnel

DESCRIPTION: Fifth and sixth grade pupils were provided transportation and admission to a Minneapolis Symphony Orchestra concert, and a theater performance geared to young people. Both experiences were an attempt at developing an interest in quality music and theater. Classroom preparation and follow-up for the trips was made by each group working with their regular teacher. Bus transportation was provided for Senior High English students at North and South High Schools, to attend a performance at the Guthrie Theatre.

FINE ARTS FIELD TRIPS

Fifth and sixth grade pupils attending the elementary target area schools and senior English students at North and South High Schools participated in the Fine Arts Field Trips Project, 1966.

Objectives of the project follow:

To give every disadvantaged child the opportunity:

To experience superior performances of music and drama.

To explore and develop interest in quality music and theater.

To assist in the development of aesthetic, emotional and intellectual capacities in each child.

To develop an interest in participation in musical and dramatic productions.

Fifty fifth grade classes attended the play, Tom Sawyer, presented by the University of Minnesota Theatre at Scott Hall.

Fifty sixth grade classes attended the Minneapolis Symphony Orchestra's Young People's Concert. Russell Stanger conducted the following program:

Overture to Beatrice and Benedict	By Hector Berlioz
Incidental Music to Shakespeare's A Midsummer Night's Dream	By Felix Mendelssohn
Symphony No. 4 in G Major	By Antonin Dvorak
Capriccio Espagnol, Opus 34	By Nicolay Rimsky-Korsakov

Fifth grade classes from Hall, Harrison and Pratt Elementary Schools also attended the "Sound of Music" at the Mann Theatre.

Bus transportation was paid for senior English classes at North and South High Schools so students could attend a performance at the Guthrie Theatre.

Since understanding and appreciation of music and drama is based to a large degree on a students background of experiences in these areas it can be assumed the objectives of the program were fulfilled by providing the children an opportunity to attend the performances listed along with the introductions and follow-up activities carried on in the classes of the children attending.

Local #14
State Project #238
Code 750

ABSTRACT

PROJECT TITLE: Urban Area Summer Program (Elementary)

PROJECT ADMINISTRATOR: Mr. Willard Ludford, Principal,
Hall Elementary School

APPROVAL DATE: February 25, 1966

DURATION: June 20, 1966 - August 31, 1966

BUDGET:

Elementary and Secondary Education Act Funds	$351,377.00
Office of Economic Opportunity Funds	236,110.97
	$587,487.97

SCHOOLS INVOLVED:

Adams
Blaine
Bremer
Clinton
Corcoran
Emerson
Grant
Greeley
Hall
Harrison
Hawthorne
Hay
Irving
Lowell
Madison
Marcy-Holmes
Mann
Monroe
Motley-Pratt
Pierce
Seward
Sheridan
Warrington
Webster
Willard

PERSONNEL:

1	Asst. Project Director	3	Psychologists
208	Teachers	1	Research Assistant
26	Reading Teachers	26	Social Workers
6	Speech Teachers	26	Nurses
25	Principals	220	Teacher Aides
7	Supervisors	26	Audio-Visual Technicians
25	Librarians	26	Clerical Workers

DESCRIPTION: Classes from pre-first through pre-sixth grade were in session from nine to twelve in the morning, Monday through Friday, June 23 through August 10, 1966. Building on the experience of the summer program of 1965, teachers used a flexible curriculum appropriate to the special educational needs of youngsters who qualified for this program. New methods, materials, and activities demanding a degree of physical freedom not possible with larger groups were employed. Class size was limited to twenty, teacher aides were assigned to help each teacher, and professional resource persons were available to supplement class activities and for referrals. Evaluation centered on improvements in communication skills, expanded knowledge of the community, improvement in self-concept and attitude toward school, and expansion of experiential backgrounds on the part of the children.

THE URBAN AREA ELEMENTARY SUMMER PROGRAM[1]

The Urban Area Elementary Summer Program was in session for seven weeks from June 23, 1966 through August 10, 1966. Teachers, teacher aides, resource persons, librarians, museum and planetarium specialists, audio visual technicians, coordinators and consultants (art, audio visual, community resource volunteers, field trips, music, science) nursing service, physical education, creative dramatics specialists, speech clinicians, and nurses served half-time for eight weeks from June 20 through August 12th. There was a three-day preparation period before the school session began and a two-day evaluation period after the close.

The Project Director, Assistant Project Director and Research Assistant were on full-time service for ten weeks. Social workers and a social work coordinator were employed for 8 weeks starting one week before the teaching staff in order to allow for further recruitment of children.

Swimming resource teachers were on full-time duty for 8 weeks. Education in water safety was given to pupils in pre-grade 4. Classes were transported by bus twice a week to Lincoln and Franklin Junior High Schools for swimming instruction.

Each elementary teacher had a class of no more than 20 children and the help of a teacher aide. Supportive help previously mentioned was available by request.

Four thousand two hundred sixty-eight children in pre-grade 1 through pre-grade 6 attended the summer program.

AN OVERVIEW OF THE EVALUATION OF THE URBAN AREA SUMMER PROGRAM

The objectives as set forth in PROPOSAL FOR AN URBAN AREA SUMMER PROGRAM FOR THE ELEMENTARY SCHOOLS FOR 1966 were:

a. To elevate pupil self-concepts and levels of aspiration through continuous supportive relationships with adults, and the provision of many opportunities for success in concrete and multi-sensory learning situations.

---

[1] Project evaluated and this report written by Mrs. Joyce Kerl.

b. To enrich and expand the experiential backgrounds of the pupils by many and varied activities possible with a flexible curriculum.

c. To develop and enhance the communication skills of the children through a wide range of guided language experiences.

d. To improve attitudes toward school and encourage more positive perceptions of the educational process.

e. To extend knowledge of the community and its resources by field trips, walking trips, films, and other experiences, both first-hand and vicarious.

f. To widen understanding of people outside the ethnic group, through listening to and interviewing resource persons of different cultures and vocations.

g. To offer teachers an opportunity to undertake instructional innovations of all types with the goal of finding more effective approaches to learning for educationally disadvantaged youngsters.

Information and data to determine whether or not the program met these objectives were obtained in the following ways:

1. Questionnaires for personnel involved in the program and for parents of children attending the program.
2. Three studies in which sample populations of the children attending the program participated.

INFORMATION CONCERNING TEACHERS

Two hundred seven elementary teachers responded to the Teacher Questionnaire. Included in the evaluation were 18 teachers who were placed in one of the elementary schools, through other funds, in a small pilot project. They were assigned to the classrooms in addition to the teachers funded by the Urban Area Summer Program budget. Thus two teachers shared responsibility for a single classroom in this one school. They took turns teaching and working at inservice activities on a scheduled and alternating basis.

Questions were completed by 113 primary grade teachers. Two of the teachers were male and 111 were female. Fifty-seven teachers taught in a target area school during the 1965-66 regular school year while 56 teachers taught in a school other than a target area school.

Approximately 92% had had experience at the grade level they were teaching. Twenty-five percent of the teachers taught in the Urban Area Summer program in 1965. 1966 Urban Area Summer program was an initial experience of this kind for 75% of the teachers.

Fifty-nine percent of the teachers were assigned to a building other than their regular school building during the summer program.

Questionnaires were completed by 94 intermediate grade teachers. Thirty-seven of the teachers were male and 57 were female. Fifty-one teachers taught in a target area school during the 1965-66 regular school year while 43 teachers taught in a school other than a target area school.

Approximately 92% had had experience at the grade level they were teaching. Twenty-one percent of the teachers taught in the Urban Area Summer program in 1965. 1966 Urban Area Summer program was an initial experience of this kind for 79% of the teachers.

Sixty-three percent of the teachers were assigned to a building other than their regular school building during the summer program.

A summary of the information obtained from the questionnaires is included in the section SUMMARY AND RECOMMENDATIONS.

A DESCRIPTION OF ELEMENTARY TEACHER AIDES

Questionnaires were completed by 196 teacher aides. Two of the aides were male, 192 were female, and 2 aides made no response to this item. They ranged in age from 16 to 61 years, with a mean age of 34.5 years. Of the respondents who stated that they had families, the size ranged from 1 to 12 children with the mean of 3.98 children per family. The mean grade of formal education for the teacher aides was 11.5

EVALUATION OF TEACHER AIDES BY TEACHERS

The questionnaire, Evaluation of Teacher Aides by Teachers, was completed by 208 Summer Program teachers.

Seventy-six of the teachers had previous experience with aides while 132 teachers did not have previous experience with aides. There was very little apparent difference in the responses to the 13 statements on the questionnaire by the two groups of teachers just mentioned. Seventy-one percent of the statements about the aides and the program appeared to be positive.

INFORMATION CONCERNING PARENTS

The Parent Questionnaire was distributed to each child participating in the Summer Program to take home, have filled out by one of his parents and return to school. Some parents filled out a questionnaire for each child but others just one for all their children that were in the program. Each questionnaire was considered as one response even when more than one child was listed on the questionnaire. When parents recorded responses for more than one child on a questionnaire, the highest grade level was selected because the original N for grades 4 through 6 was lower than the N for grades 1 through 3. One thousand eight hundred and twenty-nine questionnaires were returned.

A summary of the information obtained from the questionnaire is included in the section SUMMARY AND RECOMMENDATIONS.

PRINCIPALS QUESTIONNAIRE

Twenty-four principals responded to the Principals' Questionnaire. Eleven of the 25 principals participating in the Summer Program were new to their buildings.

When asked to characterize the students whom they believed could profit most from the summer program the following were indicated:

Insecure persons
Poor self concepts
Poor attitude
Meager experiential background
Lack of home direction
Not learning because of emotional blocks
Academic problems
Social problems

The Principals responded that many of the children they had characterized as profiting most in the summer program were already included in the program. Other children who attended were those that were school motivated and did succeed in school and those that might go to camp or on vacations.

The Principals suggestions for the involvement in next year's program, of children who should have attended but were missed in the 1966 Summer Program, follow:

Intensive home visitation to motivate parents
Wider publicity
Parents should be made aware of the purposes and curriculum of the program
The needs of the children should be met during the regular school term and they will feel that a summer program has benefit for them
Assembly in June
Restriction of income should be modified so that more children could be reached
Increase funds for more classes.

SUPPORTIVE PERSONNEL QUESTIONNAIRE

The function of each of the supportive personnel questioned during the Summer Program was not to fulfill all the objectives, but as a total group to help in the accomplishment of the objectives. Not all personnel in any category necessarily performed all tasks listed for that category.

Audio visual technicians responded that they set up projectors, showed films, aided on field trips, did typing, helped as resource person in the library, helped the principal, made a scrap book and helped in the lunchroom.

A majority of the work of the coordinators and consultants was included in the following activities. Many coordinators demonstrated lessons in their specific fields and discussed the demonstrations with the classroom teacher. They conferred with school personnel or parents on educational procedures or plans for activities. They organized appropriate events, materials and equipment necessary for the Summer Program.

Creative dramatic specialists reported they watched and evaluated creative dramatic sessions, helped plan creative dramatic sessions, met with teachers and explained creative dramatics, developed a bibliography and demonstrated creative dramatic techniques.

The school librarians participated in experiences during the Summer Program in which they supplied books to teachers and children, read stories to children, designed story lists, instructed aides in library facilities, took field trips to the Main Library, exhibited books on bulletin boards and instructed children in library procedures.

The Minneapolis Public Library specialists stated they stimulated interest in the Public Library and many of the facilities it has to offer through a story hour, instructional use of reference materials, offering a chance to browse, examine and handle specimens on display, and enjoy the exhibits in cases, tour the planetarium and listen to lectures.

Reading specialists reported using a variety of materials and experiences including S.R.A. Linguistic Readers, phonetic word games, transparencies, taped and recorded experiences, listening tables, film strips, Words in Color, creative dramatics, the Fernald Method, the language experience approach, linguistics and field trips.

As part of their daily activities they helped children individually, conferred with teachers, worked with small groups and worked with whole classrooms.

It was stated by the resource persons that they set up field trips, films, and schedules for Community Resource Volunteers; took pictures, helped get necessary supplies, substitute when a teacher was absent, taught creative dramatics, art, singing, physical education, or language; led group participation in shows or circus, were in charge of programs, worked with parent groups, coordinated class and school activities, taught the use of audio-visual machines to audio-visual technicians and principals.

Speech clinicans reported that they taught speech, language and listening skills in classrooms, gave individual therapy, worked with classroom teachers and consulted with parents and nurses.

COMMUNITY RESOURCE VOLUNTEERS STUDY

Community Resource Volunteers were interested adults from the community (who have been evaluated and whose speaking services are used in Minneapolis Elementary classrooms). They present topics to classes studying units related to their area of specialty. Four of these volunteers made presentations to twenty-eight classes during the course of the Urban Area Summer Program and sixteen of these classes, pre-grade 4 through pre-grade 6, were selected for evaluation. A total of 184 children in ten schools participated. Each class listened to one of the four selected volunteers.

Questions were designed by, or with the help of, the volunteer to cover some of the important items from their presentations. The questions were read to the children and they circled the answer they thought was correct. Eleven classes from a total of sixteen classes tested made significant gains in number of correct responses from pre-test to post-test.

It was concluded that:

--there was some growth in the children's knowledge about specific topics through the use of Community Resource Volunteers.

--the attitude of the children toward the speakers was positive as indicated by their responses to the open-ended sentence.

--the approach used and information shared by some speakers was more effective at certain grade levels than those used by other speakers.

FIELD TRIP STUDY

Slides of the Minneapolis Planetarium or the University of Minnesota Showboat were viewed by pre-grade 4 through pre-grade 6 children before and after they took the field trip. Differences in numbers and kinds of responses made on pre-tests were compared with those of the post-tests to help reflect the growth in knowledge about these two specific places.

The Showboat slides were shown to three pre-grade 4 classes, four pre-grade 5 classes and one pre-grade 6 class. The Planetarium slides were shown to four pre-grade 4 classes, four pre-grade 5 classes and three pre-grade 6 classes. Classes were slected from those who had already planned these trips and where a pre-test could be arranged on the day before the trip and a post-test on the day following the trip.

Slides were prepared based on what the children would be able to see and what would be discussed by the tour guide.

The children were asked to tell what they knew about each slide. Pre-grade 4 responses were dictated individually to adults while pre-grade 5 and pre-grade 6 children wrote their own responses with assistance from adults when needed and accepted. A five minute time limit was set for both oral and written responses.

Descriptive phrases on the answer sheets were counted, using guide lines set by the evaluator.

It was concluded from the results of the study that:

--there was growth in the children's knowledge about the Planetarium or the Minnesota Showboat through the use of the field trip.

--children made more responses in pre-grade 4 where they dictated their answers than in pre-grade 5 and pre-grade 6 where they wrote their own answers.

--approximately the same percent of different responses were made by all three grade levels on the Showboat slides. Reasons for differences on the Showboat slides might be that: the older children may have remembered what they said on the pre-test and therefore didn't record it on the post-test; other children could have been more impressed by new information or correct information since some pre-test answers were incorrect; 66% of the pre-grade 6 children had been to the Planetarium before and might not have been as interested.

--the attitudes of the children toward the tour guides and field trips were positive as indicated by their responses to the open-ended sentence.

STUDY INVOLVING TAPES

The purpose of this study was to measure the growth in the ability of a child to enumerate and elaborate previous experiences. A tape was administered early in the program and again during the latter part of the program. Random sampling procedures were used to select 5 pre-grade 1 and 5 pre-grade 3 classes in 9 schools. Only those children were post-tested who were present on both the dates of the pre-test and the post-test. The pre-grade 1 sample consisted of 35 boys and 21 girls. The pre-grade 3 sample consisted of 31 boys and 19 girls.

Two techniques were used for this study.

1. Bat Cat was a puppet, dressed in a mask and a cape resembling Bat Man. The puppet contained a microphone in its chest. As the pre-grade 1 children talked to Bat Cat about their summer program experiences, their responses were recorded.

2. Pre-grade 3 children related their summer program experiences in the form of a talking letter. Responses were recorded as they spoke into a microphone which was inside of a burlap scroll.

The pre-grade 1 children had an opportunity to see, feel, say hello to Bat Cat, and tell Bat Cat their names. Responses were played back so that the children could hear their own voices. Each child was then asked to tell Bat Cat what he had been doing in the summer program during the past week. In order to use less time in taping four identical Cats were used, Bat Cat and his three cousins.

Because the pre-grade 3 children were more mature, they related their experiences in a form of a "talking letter." In each class the activity was initiated by a group discussion of ways to communicate. The idea that we communicate by writing letters was drawn from the children. A second idea was then developed: that people long ago, used scrolls to communicate. The children were then shown the burlap scroll and it was explained that this scroll was going to hold a microphone and that they would record what they had been doing in the summer program for other boys and girls to listen to.

The children practiced saying hello to the boys and girls and stating their names into the microphone. Their responses were then played back so the children could hear their own voices. The children were then asked to tell what they had been doing the last week of the summer program and it was recorded. In order to use less time in taping, four identical scrolls were used.

The tapes were marked in five minute intervals so the post-test responses were recorded immediately following each child's pre-test responses. Each child was encouraged to continue after the first two hesitations by asking him the question, "what else?"

Each tape was evaluated by two trained observers who were also speech therapists. The numbers of ideas and elaborations of ideas were recorded.

OUTCOMES AND CONCLUSIONS

As a result of this study it was found that:

--pre-grade 1 girls and pre-grade 3 boys and girls made significant gains in their ability to enumerate previous experiences.

--pre-grade 1 girls and pre-grade 3 boys made significant gains in their ability to elaborate previous summer program experiences.

--the 5 minute taping was a limiting factor for pre-grade 3 girls because many of them talked almost the full 5 minutes on the pre-test which did not leave room for much growth in enumeration unless they talked faster.

--pre-grade 1 boys had difficulty expressing themselves. Several did not say anything during the pre-testing or post-testing.

--children were most impressed with the field trips and the objects that they were able to construct because this was what the majority of their discussions were about.

SUMMARY AND RECOMMENDATIONS

Results relating to each objective are summarized using the responses to questionnaires of personnel participating in the program and parents of the children attending the program along with three studies in which sample populations of the children attending the program participated.

OBJECTIVE A To elevate pupil self-concepts and levels of aspiration through continuous supportive relationships with adults, and the provision of many opportunities for success in concrete and multi-sensory learning situations.

The majority of the teachers indicated that they felt their children formed positive relationships with adults. Mostly included in the category of kinds of adults with whom the positive relationship was formed were teachers, teacher aides and other supportive personnel.

Ninety-nine percent of the teachers responded "yes" to the question when asked if their children seemed to experience a feeling of success. One hundred percent felt some children seemed to improve their self-concept during the program.

It was indicated by 65.4% of the supportive personnel that they helped this objective to be accomplished. All of the creative dramatic specialists and library specialists indicated satisfactory achievement of this objective due to their services.

The attitude of children toward the Community Resource Volunteer Speakers was positive as indicated by their responses to an open-ended sentence on the Community Resource Volunteers Questionnaires.

OBJECTIVE B To enrich and expand the experiential background of the pupils by many and varied activities possible with a flexible curriculum.

Teachers listed over 22 different kinds of activities they used to introduce a new concept to the children. Field trips, the use of films, and film strips and reading were the activities suggested the most.

Fifty-nine percent of the supportive personnel questioned felt they helped accomplish this objective. The largest individual percentage in this group was shown by coordinators and consultants.

Over 95% of the teachers indicated their children had an opportunity to find things out for themselves. Many of the opportunities were provided through miscellaneous first hand experiences, field trips, observations, and reading.

OBJECTIVE C To develop and enhance the communication skills of the children through a wide range of guided language experiences.

Communication activities such as creative dramatics, discussions and reading were used to introduce a new concept to the children.

Vocabulary building activities were used by 93.8% of the primary grade teachers and 96.2% of the intermediate grade teachers. This was accomplished through the use of writing activites, mostly verbal activities and reading activities.

The majority of the teachers stated that at the beginning of the program it was difficult for their classes to carry on a discussion, but by the end of the program about ½ of the group talked. 82.3% of the primary grade teachers and 68% of the intermediate grade teachers indicated they would have answered this differently at the beginning of the program because their children were less verbal then.

It was indicated by 54.8% of the total supportive personnel questioned that they helped to complete this objective. Of this group all the speech clinicians felt they had helped to accomplish it.

In the study that was designed to measure the growth in the ability of a child to enumerate and elaborate previous experiences, it was found that pre-grade 1 girls and pre-grade 3 boys and girls made significant gains in their ability to enumerate previous experiences during the summer program and that pre-grade 1 girls and pre-grade 3 boys made significant gains in their ability to elaborate previous summer program experiences.

Pre-grade 1 boys had difficulty expressing themselves, even at the close of the program.

OBJECTIVE D To improve attitudes toward school and encourage more positive perceptions of the educational process.

All of the teachers responded that some children in their classes improved their self concepts. Improvement of self concept was described by the teachers as a child's ability to settle down more, to be more relaxed, to join in discussions, and to be less withdrawn and to appear to gain in self confidence.

The aides stated they helped to discourage negative comments about school.

It was indicated by 58.7% of the supportive personnel that they helped this objective to be accomplished. 87.5% of the coordinators and consultants made this response.

Approximately 95% of the parents answered "yes" when asked if their child enjoyed the summer program. Ninety percent of the parents indicated they didn't have any trouble getting their children to school.

When the parents were asked if they noticed if their children had any change in attitude about learning or about school it was indicated that when there was a change in attitude it was mostly from negative to positive.

OBJECTIVE E To extend knowledge of the community and its resources by field trips, walking trips, films and other experiences, both first-hand and vicarious.

Teachers stated they made use of field trips, films and film strips as activities to introduce new concepts. In listing vocabulary building activities teachers included the experiences in this objective..

It was indicated by 48.1% of the supportive personnel that they helped this objective to be accomplished. The major respondents were coordinators and consultants, and library specialists.

Responses from 1,277 parents stated that the part of the program that children liked best was field trips.

The average number, of the following experiences, per classroom 10.1 field trips, 1.8 walks, 15.1 films and 4.0 film strips.

Results of the communication taping of children's summer program experiences indicated that children were very impressed with the field trips and carried on a majority of their conversations about them.

Slides of the Minneapolis Public Library Planetarium or the University of Minnesota Showboat were viewed by pre-grade 4 through pre-grade 6 children before and after they took the field trip. Differences in numbers and kinds of responses made on pre-tests were compared with those of the post-tests to help reflect the growth in knowledge about these two specific places.

The findings indicated that the pre-grade 4 differences between pre-test and post-test means were significant at the 2.5 percent level of confidence on the Showboat slides, but that the differences at the pre-grade 5 and pre-grade 6 levels were not significant.

The findings indicated that the pre-grade 4 and the pre-grade 5 differences between pre-test and post-test means were significant at the .5 percent level of confidence, on the Planetarium slides, but that the differences at the pre-grade 6 levels were not significant.

Although there was no significant change in numbers of responses, by pre-grade 6 children, 82% of the total Showboat responses in pre-grade 6 were different responses which were not repeated and that 80% of the responses to the Planetarium slides were different responses and were not repeated: the pre-grade 6 children did not say more on their post-tests, but they did say different things than on the pre-test.

OBJECTIVE F To widen understanding of people outside the ethnic group, through listening to and interviewing resource persons of different cultures and vocations.

Teachers indicated that resource persons were used to help introduce children to a new concept. Vocabulary activities were built around the resource speakers.

Each classroom had an average of 4.1 Community Resource Volunteer speakers during the summer program. This does not include the building resource personnel.

It was indicated by 30.8% of the supportive personnel that they helped to fulfill this objective. All three library specialists felt they helped accomplish this objective.

In one of the summer program studies four Community Resource Volunteers made presentations to 28 classes. Eleven classes from a total of the 16 classes taking the pre-test and post-test on important items in a volunteer's talk made significant gains in the number of correct responses from pre-test to post-test. This indicated there was some growth in the children's knowledge about people in the specific topics stressed by Community Resource Volunteer speakers.

OBJECTIVE G To offer teachers an opportunity to undertake instructional innovations of all types with the goal of finding more effective approaches to learning for educationally disadvantaged youngsters.

Teachers took the opportunity to undertake instructional innovations through a variety of techniques and media. New techniques were tried out by 79.6% of the primary grade teachers and 88.1% of the intermediate grade teachers. Audio visual equipment, Words in Color, resource people, creative dramatics and new art materials were included in 85% of the activities tried in both the primary and interemediate grades.

Teachers indicated two of the reasons they were able to try new techniques were teacher aides and smaller class sizes.

Fifty percent of the supportive personnel indicated they helped this objective to be met. It was indicated by 83.3% of the speech clinicians and creative dramatic specialists that they felt they helped in this area.

SUMMARY OF RESPONSES ON QUESTIONNAIRES

Two divergent opinions regarding summer programs were apparent in the responses:

1. Complete freedom in selecting the units of study, unlimited field trips, unlimited use of community resource volunteers and the extemporaneous use of special service personnel. The majority who held this viewpoint were teachers and parents.

2. A more formal approach encouraging more emphasis on subject matter and a planned and scheduled use of all special services offered during the program. Librarians, reading specialists, and other special services personnel, as well as some teachers and parents held this position.

Teachers indicated that the summer program should be six weeks in length and three hours each day, with additional preparation time before and after each daily session. The comments of parents also suggested a six week period with emphasis on starting later in the morning because of daylight savings time.

It was suggested that there be better articulation between the Program of Social Work and the Health (Nursing) Program next year.

Other comments made by several respondents in each case, were:

1. Roles of the summer program personnel should be better defined with definite programs established for the special service personnel. These roles and programs should be discussed with each faculty in the beginning of the program to acquaint the personnel with all the services offered.

2. There should be an earlier start and wider publicity in the recruiting program.

3. There should be a continuation of the services offered this summer increasing the staff sizes in the areas of art, creative dramatics, (demonstrations), audio visual, community resource volunteers, music, physical education, and science.

4. There should be a continuation of the Teacher Aide Service.

5. The swimming instructional program should be increased to include more than the fourth grade.

6. The art center at Holmes School should be continued.

7. There should be a continuation of the snack break.

8. The program should be continued just as it is.

RECOMMENDATIONS

From the preceding statements the following recommendations are submitted:

1. Shorten the summer program to six weeks.

2. Establish a three hour class period with time for preparation for teachers before and after each session.

3. Consider the two divergent opinions regarding summer programs previously stated and weigh their values before selecting special service personnel, and determining the number of field trips and visits of community resource volunteers possible per class.

4. More clearly define the roles of the special service personnel, such as, building resource people, creative dramatic specialists, librarians, nurses, reading specialists, social workers and speech clinicians, if they are to be used next year. Discuss their roles with the entire building personnel during the pre-school orientation period to help facilitate optimum use of special service personnel.

5. Start recruitment for children and school personnel earlier next year.

6. Continue the teacher aide service.

7. Increase the swimming instructional program to include more than fourth grade.

8. If there is to be a continuation of the services offered in the summer in the areas of art, audio visual equipment, creative dramatics (demonstrations), community resource volunteers, field trips, music, physical education, speech, science, the staff sizes should be increased.

9. Limit number of field trips, films, and film strips so that there be sufficient time for pre-planning and evaluation, with their potential for language development, before and after each activity.

ocal #15
ate Project #286
ode 759

ABSTRACT

PROJECT TITLE: Scholarships for Remedial Reading Teachers

PROJECT ADMINISTRATOR: Dr. John C. Maxwell, Consultant in English

APPROVAL DATE: March 7, 1966

DURATION: March 28, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $23,316

SCHOOLS INVOLVED:

Franklin Junior High School	Central High School
Lincoln Junior High School	North High School
Phillips Junior High School	South High School

PERSONNEL:
10 Classroom Teachers
10 Substitute Teachers (1/2 time)

DESCRIPTION: This project provided the funds to take ten teachers through the necessary course work leading to certification as remedial reading teachers. The ten teachers were assigned to the schools listed above at the completion of the certification requirements. Added service to the extent of one remedial reading teacher was provided to the junior high schools in addition to the service previously offered, and one teacher to the senior high schools where service was not available. Two teachers were assigned to work in tutorial programs, and two teachers were available for either parochial school service or for replacement of present staff who retired or resigned. As the Title I monies were used to train teachers this first year of the program, evaluation of the impact of this program will take place during the school year 1966-67.

SCHOLARSHIPS FOR REMEDIAL READING TEACHERS

A questionnaire was sent to the ten teachers who participated in the program for certification in remedial reading. Six male and two female participants responded.

Teachers were asked to evaluate four specific aspects of the program. Responses were as follows:

1. Generally, I found these courses to be:

Very Valuable	3
Reasonably Worthwhile	5
Of Little or No Value	0

2. Their relevance to working with educationally disadvantaged youth was:

Considerable	3
Of Some Significance	5
Slight or Non-existent	0

3. Overall, the program was administered or coordinated:

Very Well	1
Satisfactorily	3
Poorly	4

4. The extent to which these courses were relevant to secondary school reading instruction was:

Considerable	1
Fair	5
Slight or Non-existent	2

Participants were then asked for comments and recommendations. Teachers expressed satisfaction with the program as it was conceived and administered. Therefore, the negative response in item 3, above, was believed to apply to articulation among courses and appropriateness of course content.

There was general, and sometimes severe, criticism of the experiences provided by the University of Minnesota. Respondents stated that most course content was applicable to elementary, rather than secondary, schools and students. They recommended that future courses be directed to the secondary school situation

and to problems of secondary school students. Since this program was specifically for remedial reading teachers in the secondary schools, comments of participants indicate a need to reexamine the total educational experience of remedial reading teachers and its suitability for secondary school teachers.

Comments also indicated that conflict arose with the staff of the Psycho-Educational Clinic which interfered with teachers' abilities to function well in the setting of the clinic. The kinds of problems which occurred should be reviewed in order to determine how secondary school teachers might be enabled to participate profitably in this setting.

Local #16
State Project #497
Code 760

ABSTRACT

PROJECT TITLE: Urban Area Summer Program (Secondary)

PROJECT ADMINISTRATOR: Dr. George A. Christenson, Principal,
Lincoln Junior High School

APPROVAL DATE: March 22, 1966

DURATION: April 1, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds
$457,715.51

SCHOOLS INVOLVED:

Bryant Junior High
Emerson (Grades 7 & 8)
Franklin Junior High
Lincoln Junior High
Phillips Junior High
Sheridan Junior High
Central High
North High
South High

PERSONNEL:

1 Director
1 Assistant Director
1 Research Assistant
9 Audio-Visual Technicians
12 Counselors
8 Principals
2 Psychologists
2 Speech Correctionists
195 Teachers
194 Teacher Aides
2 Coordinators
9 Social Workers
10 Reading Teachers
9 Librarians
9 Nurses
15 Custodians
1 Photographer
4 Clerical Workers
8 Clerical Aides
59 Student Production Helpers

DESCRIPTION: This program, directed toward children in the secondary schools of the target area, was an extension of the Urban Area Summer Program of 1965, an elementary project. Evaluation focused on the degree to which the program met the objectives set forth in the proposal: elevation of pupil self-concepts, enrichment of experiential background, development of communication skills, improvement in attitudes toward school, extension of knowledge of the community, and a development of appreciations toward the world of work. The seven-week program provided students with a more individualized approach since class size averaged about eight, with a teacher aide assigned to most classes.

AN OVERVIEW OF THE EVALUATION OF THE URBAN AREA SUMMER PROGRAM, SECONDARY, 1966[1]

Pupils were in attendance at the first term of the Urban Area Summer Program, Secondary, from June 23, 1966, through August 10, 1966. Staff members worked from June 20, 1966, through August 12, 1966.

Professional and non-professional staff members reported two major outcomes of the program. They were:

a. The experiential background of pupils was enriched and expanded through extensive participation in field trips.

b. A close and satisfactory relationship grew between pupils and adults as teachers and aides were able to give a great deal of personal attention to each pupil.

Comments of pupils, in these areas, were in agreement with those of staff members.

Staff members' major criticism of the program was that many of the pupils who should have participated in the program did not do so. Also, there was general agreement that the summer program was not funded early enough for the program to receive adequate publicity. However, staff members expressed the belief that the 1966 summer program would speak for itself and that, when pupils told of their experiences, demand would be high for a similar program during the summer of 1967.

The evaluation report has been organized as follows:

- --A description of the professional staff
- --Comments and recommendations of professional staff members
- --A description of teacher aides
- --Comments and recommendations of teacher aides
- --Descriptive information, pupils

---

[1] Project evaluated and this report written by Dr. Patricia J. Goralski.

- --Comments and recommendations of pupils
- --Parent participation in the summer program
- --Summary: a statement of objectives with supporting evidence
- --Conclusions and recommendations.

A DESCRIPTION OF THE PROFESSIONAL STAFF

One hundred seventy-eight teachers and speech clinicians returned questionnaires which reported personal information and teaching experience.

Respondents reported their ages as follows:

Under 30 years of age	66	37.1%
Over 30 years of age	110	61.8%
No Response	2	1.1%

Years of experience in education were reported:

No teaching experience	9	5.1%
1-2 years	27	15.2%
3-5 years	38	21.3%
5-10 years	48	27.0%
More than 10 years	54	30.3%
No Response	2	1.1%

Approximately half of those responding (48.3%) had taught in target areas during the previous school year, 33.1% had taught in non-target areas, and 18.6% did not respond to this item. Of those returning questionnaires, 45.0% planned to teach in target area schools during the 1966-67 school year, 34.3% planned to teach in non-target area schools during the next school year, and 20.7% did not respond to this item.

COMMENTS AND RECOMMENDATIONS OF PROFESSIONAL STAFF MEMBERS

Professional staff members were sent a one-page questionnaire where they were asked to:

> Characterize the pupil(s) whom you believe could profit most from the summer program--those for whom you believe it was intended.

Responses were as follows with the most frequent comments listed first:

- --those who need extra help
- --those who find it difficult to achieve success in the regular school program
- --those for whom the regular school program is not well suited
- --those with negative attitudes toward school and school personnel
- --those from disadvantaged or underprivileged homes
- --those who do not get support, motivation, and direction from home
- --those who would like enrichment whether or not they are successful in the regular school program.

A large number of staff members noted that students who were most negative during the regular school year and those who were most likely to drop out of school were not, for the most part, attending the summer session. Many of these staff members also stated that they were very happy to have been able to give individual attention to the average or low average youngster from the inner city because such youngsters received little recognition during the regular school year. They stated that frequently the average and low average students were lost between the good students and the troublemakers and were likely to go unnoticed. Many teachers described how average or below average youngsters came to life and blossomed with the attention from adults and peers that was provided during summer program activities. A number of teachers stated that the more negative youngsters were welcome to participate and were urged to do so. However, these staff members had come to believe that a real service was being performed for youngsters who, too often, were unnoticed.

As staff members were interviewed (individually or in groups) in all of the urban area secondary schools, descriptions of student behavior were furnished which reflected a much more positive attitude toward school and a greater willingness to become involved on the parts of those students who attended. The evaluator came to believe that the fact that large numbers of the most negative students did not attend during the summer should not overshadow the success of the program with those who did attend. The greater involvement in their own education on the parts of summer program participants may prevent them from becoming increasingly negative in their attitude towards school and from, eventually, dropping out.

It may prove most fruitful to study the problem of the extremely negative student apart from the summer program. The summer program could prove to be an extremely effective factor in a more total approach to such a student. Comments of professional staff members reflected their belief that an individualized approach was necessary for students with extremely negative attitudes and that the summer program could provide a great deal of individual attention. However, they believed that other treatment factors were necessary to enroll such students and maintain them in attendance long enough so that a program, such as the summer program, could gain their active involvement.

Staff members were asked to:

> Characterize the pupils who are participating in your summer program or activity.

Responses were as follows with the most frequent comments listed first:

- --mostly those who do fairly well in school and think that school and teachers are O.K.
- --students with appetites for new and more experiences
- --kids who are average for the area who might get lost during the regular year
- --some of the better students in the target area and neighboring schools
- --those who find it difficult to achieve success in school
- --those with nothing to do
- --children from disadvantaged homes
- --poorly motivated students and potential dropouts.

TEACHER AIDES PARTICIPATING IN THE PROGRAM

Questionnaires were carefully filled out and returned by 152 teacher aides. Of these, 92 were assigned to junior high schools and 60 to senior high schools. Thirty-six aides were male and 116 were female. They ranged in age from 16 to 58 years with a mean age of 31.2 years. Of those reporting, 70 had worked as teacher aides or home visitors before, and 82 had not.

During the summer program, almost every teacher had one teacher aide and a few had more than one. Aides stated that they enjoyed working as a team with teachers in the more informal atmosphere of the summer session. They felt, for the most part, that the summer experiences were extremely valuable to students. They commented on the values of the flexibility of the program and the informality which allowed both professional staff members and aides to develop closer relationships with students. Aides enjoyed working closely with youngsters. In cases where they did not do so, they stated that they would have liked to work more directly with youngsters.

PUPILS PARTICIPATING IN THE PROGRAM

Prior to June 23, 2,611 pupils had registered for the 1966 Urban Area Summer Session, Secondary, 1,595 pupils reported on June 23, and 2,213 were enrolled at the end of the session. Of these, 275 pupils had been enrolled in private schools during the 1965-66 academic year. When those who initially enrolled, but who did not report, were followed up, it was found that the most usual reasons for not attending were that pupils had secured summer employment or were participating in other summer programs. One of the encouraging things about the program was the increase in enrollment from the first day of the session to the last.

In addition to those included in the totals cited in the preceding paragraph, there were 182 pupils who attended the pre-seventh grade orientation sessions at Camp Wells. A parents' night was held during each of the three sessions and many parents came, by bus or car, to participate in an evening of fun and to see the opportunities being provided for their children. It was believed, by those operating the camp and those evaluating it, that the orientation camp helped to build feelings of good will and fellowship in the junior high schools and in the communities that they serve.

At the end of the session, 1,117 one-page questionnaires were completed by pupils and returned. When pupils were asked:

"Which things did you do that you liked the best?"

they overwhelmingly favored sports and physical education activities and field trips.

Pupils were then asked:

"If you were helping to plan things for next summer, what things would you change or add?"

The most frequent response was that everything was great and that there should be no change. The next most frequent responses were that more (or better) field trips should be added and/or more (or new) sports should be added.

The third question asked of pupils was:

"Think of all the things that were done during the summer session. Which of these things would you add to the regular school year?"

Once again, the most popular responses were to add field trips and a variety of sports. However, large numbers of pupils indicated that they would like fashions and other activities associated with the summer cooking and sewing programs added to these courses during the regular school year. Pupils mentioned that it would be well to add various kinds of shop courses, arts and crafts, music as it was taught in the summer, and dramatics as they experienced it during the summer. They seemed to want the activity experienced during the summer to continue in similar courses during the school year.

A number of pupils stated that they would like the same type of teachers during the regular year as they had during the summer. Since these were "regular school" teachers, it was inferred that pupils were responding to the behavior of the teachers during the summer. They perceived it to be different from the regular school year.

A total of 1,092 pupils responded to the last item of the final questionnaire which asked:

> "What do you think about the summer program? Check the one that is nearest to what you think."

Their choices were reported in Table I. It was hypothesized that if pupils perceived the summer program to be fun at the same time that they believed that they had learned a lot, then it might be expected that any positive attitudes toward school developed during summer session would transfer to the regular school year. It was encouraging to note that 82.2% of the pupils who responded selected the third choice: "It was a lot of fun and I learned a lot."

PARENTS PARTICIPATING IN THE PROGRAM

During the summer, parent participation in the school program was encouraged. All schools invited parents to take part in field trips. Schools reported that approximately thirty-five parents and five children had accompanied various classes on field trips with anywhere from one to ten parents taking a particular trip. If the numbers participating in field trips do not seem large, it must be pointed out that it was a real innovation to have parents involved in this manner in secondary schools. Two trips were scheduled specifically for parents: ten parents visited the Glen Lake School for Boys and eleven parents took an historical tour of Minneapolis.

Several schools had weekly coffee hours for parents. A number of programs for parents were held as part of regular classes. Closing awards and display

TABLE I

OPINIONS OF THE URBAN AREA SUMMER PROGRAM OF THE 1092 STUDENTS WHO RESPONDED TO THE LAST ITEM ON A FOLLOW-UP QUESTIONNAIRE BY NUMBERS AND PERCENTAGES

OPINION CHOICES		JR. HIGH SCHOOLS			SR. HIGH SCHOOLS			TOTALS		
		M	F	T	M	F	T	M	F	T
A. It was a lot of fun, but I didn't learn much.	N	30	30	60	20	13	33	50	43	93
	%	10.2	7.7	8.7	10.6	6.0	8.1	10.4	7.0	8.5
B. A lot of the time it was boring so I didn't learn too much.	N	9	15	24	1	5	6	10	20	30
	%	3.1	3.8	3.5	0.5	2.3	1.5	2.1	3.3	2.7
C. It was a lot of fun and I learned a lot.	N	225	326	551	153	193	346	378	519	897
	%	77.1	82.7	80.4	81.0	88.9	85.2	78.6	84.9	82.2
D. It was too hard for summertime but I learned a lot anyhow.	N	28	23	51	15	6	21	43	29	72
	%	9.6	5.8	7.4	7.9	2.8	5.2	8.9	4.8	6.6
TOTALS	N	292	394	686	189	217	406	481	611	1092
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

programs were held. It was estimated that approximately 350 parents participated in these activities. In addition, families were encouraged to use the swimming pool at one junior high and to participate in physical education programs at most of the schools.

A STATEMENT OF OBJECTIVES WITH SUPPORTING EVIDENCE

OBJECTIVE A. To elevate pupil self-concepts and levels of aspiration through continuous supportive relationships with adults, and the provision of many opportunities for success in concrete and multi-sensory learning situations.

Objective A was extremely difficult to assess. However, reports of both professional personnel and aides included many examples of pupils who came to the program with antagonistic attitudes and became more cooperative as well as examples of those who came unable to speak before a group or participate effectively who later were able to perform well.

Activities provided many opportunities for pupils to experience success in multi-sensory learning situations. In Table II, courses were listed in a very general way in order to provide an index to the many kinds of opportunities offered. If they wished, pupils were furnished musical instruments and given private or semi-private lessons. If they participated in crafts projects or home economics projects, all materials were given to them. If they erred in a project, they were allowed to begin again with new materials. In some schools, newswriting classes put out papers.

Everywhere in the summer program the emphasis was on experience and participation. Individual instruction was offered in sports such as bowling, archery, golf, and swimming. Opportunities were also available to participate in team sports.

The average pupil to teacher ratio (as reported by teachers) in the various kinds of classes was set forth in Table II. In addition to the teacher, most classes had an adult aide. In small classes or activities where there was individual instruction, pupils experienced continuous, supportive relationships with adults. Administrators, teachers, and aides agreed that one of the major positive outcomes of the program was the closer relationship established between pupils and adults, especially pupils and teachers. Staff members believed that pupils gained more positive attitudes toward school as well as toward the community through these close relationships. They believed that pupils became convinced that someone was interested in them.

Pupils, too, reported that they liked the more informal atmosphere and the more relaxed relationships with teachers. This was mentioned frequently. However, their overwhelmingly positive response was directed toward the opportunities to participate in sports, field trips, and activities in many of their classes.

OBJECTIVE B. To enrich and expand the experiential background of the pupils by many and varied activities possible through a flexible curriculum.

Flexibility was the keynote of the summer program. Teachers were encouraged to use new and different methods as well as to teach new and different things. Many kinds of activities were offered in the program. Almost by definition, the experiential backgrounds were expanded for those pupils who participated. It was encouraging to note that though pupils were not required to attend the summer session, the temperature was very high day after day, and jobs and other activities competed for attention, the enrollment increased as the summer progressed.

OBJECTIVE C. To develop and improve communication skills of the students through various experimental language experiences.

Courses which dealt directly with the improvement of communication skills were drama, creative communications, language arts, newswriting, writing, and

TABLE II

URBAN AREA SUMMER PROGRAM, SECONDARY
NUMBERS OF CLASSES IN MAJOR CATEGORIES AND AVERAGE CLASS SIZE PER TEACHER AS REPORTED BY TEACHERS RESPONDING TO QUESTIONNAIRE*

KIND OF CLASS	NUMBER OF CLASSES	AVERAGE CLASS SIZE PER TEACHER
Recreation: Sports, Physical Education	113	9.23
Nature, Camping, Fishing, Gunnery	5	7.5
American Industry	1	6.0
Shops: Electronics, Metals, Woods, Crafts	22	7.13
Art and Craft	29	6.62
Instrumental Music	36	5.28
Home Economics: Foods, Clothing, Knitting, Grooming	27	8.8
Typing and Office Skills	25	6.6
Dramatics, Creative Dramatics	19	4.8
Speech	1	4.0
English	2	5.0
Writing, Newswriting	1	6.0
Reading	18	7.22
Social Studies	13	6.23
Know Your Community Field Trips	1	14.0
Math (including pilot ground school)	25	7.0
Science	12	6.8
French-Spanish	4	5.5

*Numbers reported by teachers who returned the questionnaire-not necessarily the total number of classes in any category.

developmental reading. However, throughout the program pupils were communicating directly and continuously with adults and peers by the very nature of the program. Freedom and involvement were emphasized and pupils were encouraged to communicate their problems and ideas whether the problem concerned areas of communication or techniques for developing skill in a sport. Active participation required communication. With the small ratio of pupils to teachers, as compared with the regular school year, it was almost impossible for a pupil to do other than actively communicate and participate. The presence of aides in almost all classes and activities offered further opportunities for self-expression.

OBJECTIVE D. To improve attitudes toward school by encouraging more positive perceptions of the educational process.

Some indicators that pupils perceived the summer program as a positive experience were:

- --enrollment increased as the summer progressed
- --pupils became more cooperative as the summer progressed (reported by teachers and aides)
- --pupils expressed pleasure at being able to get to know adults, especially teachers, in a more informal atmosphere
- --for the most part, pupils did not want to change anything about the Summer program and, if they did, it was usually to add more of an activity that was liked very much.

It was found that 82.2% of the pupils responding to the final evaluation questionnaire indicated that the summer program "was a lot of fun and I learned a lot." Since most respondents perceived the summer program to have been a learning experience, it was hypothesized that positive attitudes developed during the summer program would transfer to the regular school year.

It was believed, by those working closely with the pre-seventh grade orientation camp that the camping experience had done a great deal to help participants to view teachers and school in a more positive light. Campers' enthusiastic response to school staff members was readily observable.

OBJECTIVE E. To extend knowledge of the community, its resources and potential by field trips, films, educational camp experiences, contacts with business, industry, labor, and governmental agencies.

OBJECTIVE F. To widen understanding of people outside the ethnic group through listening to and interviewing resource persons of different cultures and vocations.

OBJECTIVE G. To develop in students a better understanding and a greater appreciation for the world of work through visitations to labor organizations, industry, business and governmental agencies for contacts with employers and employees.

The numbers of field trips and the numbers of pupils participating for each of the secondary schools were reported in Table III. Field trips were organized to give pupils a better understanding of their community: what it has to offer from the standpoints of cultural activities, recreational activities, governmental services, and future work opportunities. A number of pupils knew little about the outdoors. Science activities, cookouts, and camp activities were organized to help them to know more of life outside the city.

Pupils expressed great enthusiasm for the field trips taken during the summer session. Staff members also stated that field trips provided many learning opportunities that were the basis for many of the greatest successes of the summer program.

Since the summer program for the secondary schools was funded late in the year, it was difficult to arrange for resource teachers. However, sixteen resource teachers participated in the program and positive results were reported.

OBJECTIVE H. To offer teachers an opportunity to investigate, undertake and evaluate instructional innovations of all types with the goal of finding more effective approaches to learning for educationally disadvantaged students.

TABLE III

URBAN AREA SUMMER PROGRAM, SECONDARY, 1966

FIELD TRIPS

School	Number of Trips	Number of Participants
Central	110	3800
North	85	3255
South	154	5068
Bryant	180	5610
Emerson	6	230
Franklin	118	6085
Sheridan	54	2116
Lincoln	93	2821
Phillips	67	2382
	867	31365

Many significant instructional innovations were implemented during the 1966 Urban Area Summer Program. There could be little doubt that important pupil gains occurred. Therefore, it was disappointing that from the evaluation reports it was impossible to determine pupil growth with respect to the particular area or skill that the teacher had selected to be important. Even in relatively clear-cut cases such as learning to swim or to bowl, neither pupil gains nor numbers of pupils without previous experience who attained a specified degree of proficiency were reported. This was true in other skill areas as well as in academic areas.

The second innovative aspect of the program that teachers reported to have been a great success was that of field trips. Many teachers recommended that field trips become an integral part of the regular school - the values experienced in field trips should not be reserved for summer sessions only.

Based upon observations, interviews, and a study of responses to questionnaires, the evaluator concluded that teachers initiated, undertook, and carried through successfully large numbers of instructional innovations during the Urban Area Summer Program in the secondary schools. However, the evaluation of these instructional procedures (innovations) was not ordered in a way to provide evidence to show that pupils benefited in particular ways. Although there was no doubt in the mind of the evaluator that significant pupil gains occurred, evidence was not provided in a way that made replication possible. It is, therefore, recommended that inservice training be made available to teachers participating in special programs for the educationally disadvantaged to help teachers to formulate and implement appropriate evaluation of pupil gains resulting from such programs. Large amounts of money are being expended to discover more effective approaches to learning for educationally disadvantaged pupils. If further expenditure is to be justified, and (more important) if progress is to be made, evaluation must be based upon organized, relevant evidence that one approach is more effective than another.

CONCLUSIONS AND RECOMMENDATIONS

Freedom of choice and freedom in performance were maximized for pupils enrolled in the Urban Area Summer Program during the summer of 1966, the first year of its operation at the secondary level. These freedoms led to one of the greatest difficulties encountered in evaluating the program: that of pupil accounting or attendance. A great deal of effort was expended to try to obtain precise attendance data but it was the belief of those evaluating the program that attendance figures were not precise enough to form the basis for analysis.

The major reason for the difficulties encountered in pupil accounting was pupils' freedom to participate, even at the last minute, in field trips. It was the practice in all nine participating secondary schools to encourage pupils to take advantage of as many trips as possible. Pupils were not always required to notify teachers in classes missed if they chose to go on a trip not scheduled for that class.

If a first reaction to the permissive approach to field trip participation were negative, a consideration of the value for disadvantaged children of participation in many and varied experiences might serve to recommend the approach used. Almost everyone associated with the program, professional and nonprofessional, agreed that field trips were one of the most valuable aspects of the program. Pupils and staff members, alike, expressed great satisfaction with the program as it was organized during the first year. However, recommendations were made based on the summer's experience and those most frequently mentioned have been included in this chapter.

There was general agreement that field trips should continue and that pupils be encouraged to participate in as many as possible. However, it was also recommended that some class time be left uncomplicated by trips and that choices to attend be made in a way that permitted pupil accounting. Some specific recommendations were:

---that field trips be timed so that one or two classes could meet each day with the trips following

---that field trips occur on specified days

---that field trip days could rotate among the schools

---that field trips be posted well in advance of the trip

---that pupils choose trips several days before the trip.

Pupils were just as enthusiastic about sports and physical education activities as they were about field trips. In addition, they especially liked activities associated with other classes and the informal atmosphere that was characteristic of the summer program.

Although professional staff members recognized the great value of sports and activities, they tended to place a higher value on the informal atmosphere as they rated the outcomes of the program. They emphasized the value of small classes with the resulting closer relationships between pupils and adults.

It has been concluded that, by the very nature of the program, the experiential backgrounds of pupils were enriched and expanded and that their communication skills were developed through direct and almost continuous practice with adults and peers. Participating and involvement were keynotes of the program. It is recommended that:

---field trips be continued and, if possible, expanded

---sports and physical education activities be continued and, if possible, expanded with new sports added

---the informal atmosphere be maintained (although it should be recognized that a few pupils felt a need for more order and some indicated that informality should not go too far).

It is further recommended that optimum class size be investigated. Undoubtedly, small class size contributed to the many successes in the program but evidence is lacking to support statements about optimum class size to maximize pupil development in the various skills or academic areas.

The major conclusion from both staff members and pupils was that the summer session was a great success and they liked it very much the way it was. It is, therefore, recommended that any changes for next summer be made with the just-stated conclusion kept carefully in mind.

Local #17
State Project #498
Code 761

ABSTRACT

PROJECT TITLE: Urban Area Staff Development (Secondary)

PROJECT ADMINISTRATOR: Mr. Seymour Yesner

APPROVAL DATE: March 22, 1966

DURATION: April 1, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $ 202,319

SCHOOLS INVOLVED:
- Central High School
- Marshall High School
- North High School
- South High School
- Bryant Junior High School
- Emerson School (Grades 7 & 8)
- Franklin Junior High School
- Lincoln Junior High School
- Phillips Junior High School
- Sheridan Junior High School

PERSONNEL:

1	Project Director
5	Curriculum Planning Coordinators
5	University Instructors
40	Guest Resource Consultants
5	Consultant Coordinators
10	Teacher Coordinators
2	Counselor Coordinators
2	Librarians
228	Teachers
4	Clerical Positions

DESCRIPTION: This program for secondary teachers of children who are educationally disadvantaged was similar in intent to the program for elementary teachers. It was an attempt to modify teacher attitudes toward low-income, disadvantaged people, to help teachers establish rapport with students and parents, to present a conceptualization of the types of learning experiences that disadvantaged students will respond to, and considered use of materials that will change these pupils intellectually and socially. Methods employed included: observations and demonstrations, granting of scholarships for special courses about the disadvantaged, community orientation experiences, educational camping, and curriculum planning. Evaluation centered around (1) the participants, (2) courses and experiences offered, and (3) a discussion of participant ratings.

URBAN AREA STAFF DEVELOPMENT[1]

SECONDARY SCHOOL PERSONNEL

This program placed its emphasis upon staff development, a major concomitant of which is attitudinal change toward the youngsters we have chosen to designate as disadvantaged. All phases of the program, whether curriculum planning or audio-visual, were conceived with a view to this primary purpose of staff development and, though individual teachers may have occasionally lost sight of this purpose, it was reiterated for their benefit at meetings and conferences, and it was assumed that all aspects of the program cumulatively, if not independently, contributed to the basic purpose as herein enunciated.

Since a standard difficulty of working with disadvantaged youngsters is often teacher contempt for them, a mental state that precludes full devotion and imaginative adaptation of materials so that requisite learning can take place, this program attempted to cope with these negative attitudes by providing institutes and workshops designated to promote modification in attitude and subsequently modification in curriculum planning.

Clearly, changes in attitude should appear in planning for the classroom, presumably culminating in a more inspirational and understanding classroom atmosphere. Our assumption has been that increased knowledge, understanding, and skill can help teachers perform better in classrooms. This seems a valid operational thesis, and the one that has given impetus to this program.

The program was initiated on April 1 by a series of preliminary informational notices to schools, public and private, and by meetings with principals, school consultants, planning committees, and teachers. The project director personally got in touch with all key people either by mail or by phone. He also spoke at faculty meetings and at special meetings. The response by school personnel was immediate and warm.

---

[1] This section described by Mr. Seymour Yesner, Project Administrator.

From here on, the biggest problem was clerical (and the clerical help available was inadequate for the task). Applications were sent out, files were developed, informational bulletins distributed. The complications of tailoring programs individually to teacher needs and aspirations necessitated long hours of phone conversations and discussions by the project director. In addition, competent people had to be cajoled into taking responsibility for workshops and institutes. Again, a great deal of time had to be spent conversing with these people to focus their courses upon the purposes of the program.

Ultimately, it was decided to use Marshall High School for both the elementary and secondary programs because its location made it easy for our participants to use the University, the Public Library, and the School Board Library. The decision to provide combined quarters for elementary and secondary people arose from the desire to facilitate communication between these two demarcated educational continua. The audio-visual laboratory and the library were shared and so were many other facilities and resource personnel.

Prior to the opening of the school, the use of rooms had to be planned, times had to be coordinated, coffee had to be arranged for, and a host of similar important but singularly unattractive details had to be disposed of.

The program opened June 20 with some confusion about rooms, responsibilities, clothing to be worn, payment of stipends, etc. Within a few days, a comfortable routine had been established. In general, the teachers responded well to the institutes. There was some resistance to theory at the beginning, but, by the second week, a group bond had been established in two of the institutes and the participants repeatedly made it a point to comment positively about their instructor and their class to the project director and the curriculum planning coordinators. The third institute was not so fortunate and failed to achieve the same results because the instructor frequently missed classes.

Perhaps the most repeated comment, next to their pleasure at being allowed to pursue interests, reading, and ideas on their own, pertained to their delight in sharing thoughts about the problems they all faced and were concerned about. Over and over again, teachers told about how much they were learning from each other and from their classes. Many teachers became so engrossed in the course work and the course readings that they neglected curriculum planning and subsequently asked for additional time in which to develop practical materials. Several teachers stayed late in the afternoons, employing their own secretarial help in order to complete the goals they had set for themselves. Perhaps the most satisfying experience from my standpoint occurred when a math teacher whom I have known for many years as a prosaic, resistive character came to me and asked for an extension of time so that he could work with several other math teachers from different schools who were evolving courses around the "new" math. There tended to be a constant seeking on the part of teachers to join with other teachers from different schools who were in the same subject field. In the future, this natural gravitation should be aided by pre-planning and structuring. As it is, we were able to set up meetings for subject fields under the aegis of curriculum planning coordinators who were knowledgeable in the fields. However, the meetings were somewhat impromptu and not well organized. Likewise, in the use of guest resource people, we found a wide and varied interest in hearing these people, so that guests invited for a course were often used generally. Here, the separation of elementary and secondary posed a communication barrier that should be eliminated in the future. A general bulletin announcing all events would allow all participants to be informed about occurrences. At the same time, the sanctity of the class has to be preserved from unwanted intrusions. There was a tendency for some teachers to regard classes as open to all at any time, and, if they were bored, they would attend a class, often interjecting irrelevant comments based upon ignorance of what had already transpired.

Regular class participants found this extremely annoying because it interrupted the progression of learning, often forcing a repetition of discussion around issues that had already been resolved.

There was, at the beginning, some concern about supervision of the participants. The project director felt that a relaxed, non-coercive atmosphere should be maintained, and, by and large, this atmosphere prevailed. Without a doubt, the curriculum planning coordinators, men with administrative experience, provided through their benevolent, but organized, supervision a controlling and directional influence. All participants had to report to these curriculum planning coordinators (hereinafter referred to as CPCs) each day, and it was the responsibility of the participant to keep his CPC informed about his whereabouts and his plans. To do this he could communicate either in person or by a written message. The CPCs became very conversant with their participants' plans, and managed to give substantial support to their people. Through weekly (often more frequent) meetings, complaints could be aired and problems discussed. The project director found this process an excellent one for maintaining contact with the entire program. Even the camping program which was physically at a distance from central activities managed to keep its focus because of a responsible coordinator who was in frequent touch with the project director.

Despite the relaxed atmosphere, few teachers violated the obligations of the program. Most were on time; most spent their time productively; and most put in time beyond that which was required. Once the teachers became convinced that the informal, relaxed atmosphere was authentic and not just a pretext for luring them into sin, they tended to feel better about themselves and about the program. Enthusiasm grew as the days went by.

In all probability, a first day general meeting would have been helpful in establishing routines and in answering many teachers queries and doubts. Unfortunately, the project director's distaste for the usual inspirational opening

meeting prevented this important session from being held. This meeting could serve a useful purpose and, in the future, should be convened.

Two weeks after the inception of the program enough complaints and suggestions had emerged to necessitate a general meeting. The tenor of the meeting was more positive than negative so that it sounded more like a laudatory session instead of a complaint session as it had been billed. Apparently, by this time many of the problems had worked themselves out. A great deal of credit for this must again be given to the CPCs who had patiently explored all the grievances of their teachers and tried to resolve them by getting reasonable answers or reasonable changes. In general, flexibility prevailed, and teachers tended not to take advantage of the generosity of the program. We did have to the bitter end one or two teachers who could not be made to understand why they could not work at home in air-conditioning; and we did have a few teachers who thought they should be free to attend classes at the University, or to hold jobs, if they so wished, concurrent with their enrollment in the program. But these were exceptions. On the basis of this experience, the project director feels that it would be a mistake to structure the program too intensively. All too often in the past we have been the victims of our concern over the few who fail to live up to their obligations, penalizing in the process the many who do. Because we are aware that some students and some teachers take advantage of us, we devise prescriptive programs in order to prevent the few irresponsible ones from acting irresponsibly. Inevitably we fail to accomplish the prevention, and often we succeed in alienating our other responsible students and teachers, destroying thereby the very rapport we need for a successful program. We can save ourselves time, aggravation, and nervous breakdowns if we concentrate our efforts and concerns upon those who want to do what they should be doing. By giving these people the freedom and the help they need, we can eventually diminish the influence of the few cheats.

COMMENTS

Problems encountered; promising developments and recommendations for the future,

1. **Curriculum planners were too vague. In the future, plans should be submitted in detail, perused by knowledgeable people, and then approved or disapproved. In general, the most experienced, competent people should be assigned to curriculum planning.**

2. **Scholarships should only be awarded to people who can manage university courses. Many of our grantees could not handle the reading load and called to complain about it. Perhaps, to assure us of their academic proficiency, only those who have been accepted for graduate school programs should be awarded scholarships.**

3. **In general, teachers who resist theory and want instead specific answers to specific problems tend to be poorly grounded in sociology and anthropology. I would recommend more institutes of this type (e.g. Small Group Theory and Group Process). I would also recommend that teachers be selected for attendance in these courses upon the basis of their inadequacy. In other words, a selection committee could consider each applicant and then program the applicant into the type of course or work they need or can do.**

4. **Individual curriculum planning is the least effective. I would suggest that all potential curriculum planners submit a proposal indicating in outline what they intend to do, how long it will take, and how they plan to proceed. They should also submit proposed resource materials that they intend to use. Then, curriculum planning should be done in groups and under the active supervision of a group leader who knows the field.**

5. **We had one case of a person, who had resigned from the system because he wasn't transferred to a non-target area school, coming into the program and being detected too late. In the future, personnel should apprise the project director of all resignations of this kind immediately. In addition, some sort of legal condition should be attached to the acceptance of the stipend so that people are obligated to return money that is essentially gained by fraud.**

6. **A general meeting should be held the first day to explain the function of the CPCs and to organize the various assignments.**

7. **Cross-fertilization of ideas should be facilitated by having smaller groups assigned to CPCs and by having subject area meetings. Evidence indicates that many teachers found real opportunities for expansion of their ideas because they were confronted with what other teachers were trying to do.**

8. **Library times should be arranged so that the library is open one half hour before and one half hour after school.**

9. **All participants should be assigned to a CPC. This year there were some exceptions, e.g. people in special education and in occupational relations.**

If they are assigned to a CPC, they receive informational bulletins, and their checks. Further, we know where to locate them.

10. Elementary people should be informed of secondary plans and visiting speakers and vice versa.

11. Formal conferences around specific problems should be arranged between secondary and elementary people.

12. More specialized conferences between people in various grade levels should also be arranged.

Comments on Workshops, Institutes, Educational Camping, and Resource People:

(Includes recommendations for the future.)

1. Classroom Management and Techniques:
This is a very valuable, theoretical institute. The two gentlemen who combined to teach this course are extremely knowledgeable and provocative. Although there was some teacher rejection of the material offered, it was based upon a presentation that attacked teachers and their attitudes without giving teachers a chance to reply. However, when the teachers discovered that one meeting laid the theoretical groundwork and that the other meeting did allow them to express themselves, they felt less antagonistic and more receptive to the ideas.

2. Creative and Divergent Thinking:
Dr. Frank Williams used a variety of materials and after a time caught the fancy of his classes, but he was too busy promoting his program to provide the continuous daily association that we should want for our teachers.

3. Understanding the Language of the Culturally Different:
This course, offered by Dr. Lee Pederson, stimulated our teachers profoundly. As the word spread, his enrollment grew. The intention was to convey to teachers the importance of the dialect as a manifestation of a social role, to make teachers better able to cope with the dialect itself and their own feelings about it. A similar course could serve a useful purpose.

4. Small Group Theory and Group Process:
This was perhaps the most successful institute. Franz Kamps managed to involve his people through the very process he was describing. The group identification and interaction was tremendous. I would highly recommend that he be used again.

5. Community Orientation Experiences:
I am in no position to evaluate this program since I left before it got into operation, but, if pre-planning is any indication of success, then this program has to succeed. Larry Zimmerman has worked constantly, traveling to visit sites, consulting with people, establishing conferences and visitations for his participants.

6. Guidance Workshop:
Ralph Johnson withdrew at the last minute because of other obligations. However, he had established all the preliminary details and he did arrange for competent replacements. In addition, he appeared daily to supervise and to offer any assistance that was necessary. The program appeared to be successfully involving his people.

7. **Composite Workshop:**
This was a combined teaching and staff development program. Urban Area Summer School paid the salaries and we paid the stipends. I would recommend an expansion of this program. It was a most stimulating experience for everyone involved, including the kids. The various art forms occasionally lost contact with each other, but, by and large, interesting amalgamations took place, offering opportunities for growth and experimentation.

Local #18
State Project #677
Code 762

ABSTRACT

PROJECT TITLE: Urban Area Staff Development (Elementary)

PROJECT ADMINISTRATOR: Mrs. Clarette O. Noah, Principal, Lowell Elementary School

APPROVAL DATE: March 22, 1966

DURATION: April 1, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $225,225.08

SCHOOLS INVOLVED: Public:

Adams
Blaine
Bremer
Clinton
Corcoran
Emerson
Grant
Greeley
Irving
Hall
Harrison
Hawthorne
Hay
Lowell
Madison
Mann
Marcy-Holmes
Monroe
Motley-Pratt
Pierce
Seward
Sheridan
Warrington
Webster
Willard

Parochial:

Ascension
Basilica
Holy Rosary
Immanuel Lutheran
St. Anthony
St. Boniface
St. Cyril
St. Joseph
St. Phillip
St. Stephen
Trinity Lutheran

PERSONNEL:

3 Directors
1 Assistant Director
1 Research Assistant
5 College Instructors
3 Principal-Coordinators
12 Consultant Coordinators
7 Clerical Positions
48 Resource Consultants
349 Teachers
1 Administrative Assistant
2 Supervisors of Practicum
5 Teacher-Coordinators
2 Librarians
2 Reading Resource Teachers

DESCRIPTION: The summer training programs for elementary school staff were designed to help teachers in target schools work out solutions to their problems. Scholarships, tuition, fees and books were granted for 35 teachers to study courses designed for teachers in schools containing large numbers of educationally disadvantaged children. Provision for observation of boys and girls in the Urban Area and Head Start projects was made. Pre-teaching orientation to work with target area children was offered new teachers who were assigned to these schools, during the week of August 15-20. Evaluation centered around the participants, courses offered, and a discussion of the participants ratings.

URBAN AREA STAFF DEVELOPMENT

ELEMENTARY SCHOOL PERSONNEL[1]

Scholarships. Sixty-seven scholarships were offered at accredited universities or colleges. Tuition, books, and stipends were paid to those who qualified. Courses had to be directly related to the teaching of the disadvantaged child. Applicants were screened by a committee. Over half of the group took two sessions of summer school; all but two were enrolled at the University of Minnesota. One participant enrolled at Wisconsin State University, Superior, and the other at Chico College, Chico, California. Recipients of scholarships agreed to continue teaching in schools relating to the disadvantaged for at least two years. They were required to send transcripts of their course work to the Personnel Department. Forty-one teachers from eighteen public and parochial schools of target areas were the recipients.

Institutes. The College of St. Catherine conducted an Institute for Urban Area Teachers at Marshall High School, Minneapolis, for eight weeks, June 20 through August 12, 1966. Nine undergraduate quarter hours credits were granted. Special features of the Institute were an interdisciplinary approach to consider all of the factors in understanding disadvantaged pupils; a group dynamics approach led by a team from Boston under Mr. Paul Mico which served to improve communications among particpants and to foster effective communication among disadvantaged pupils. Case studies, community and home visits in the Urban Areas, practical observation and participation in the Urban Area schools, and lectures and films were other features of the Institute.

Forty-seven teachers from twenty-one of the target schools were enrolled; one participant dropped out after four weeks.

---

[1] This section described by Mrs. Clarette O. Noah, Project Administrator.

The Institute for Primary Teachers (Social Work 107) was offered by the University of Minnesota School of Social Work and the College of Education. It granted nine graduate credits upon completion of the course which ran for five weeks. Twenty-five target area teachers from eleven parochial and public schools enrolled and completed the course. The content of the course was drawn from social work practice and theory and from such social sciences as anthropology, sociology, social psychology, and dynamic psychology. Concepts found useful in the education of social workers were presented. Visits to Urban Area and Head Start schools, and resource consultants were special features of this course. Headquarters were in the Clay School Building, West Bank, University of Minnesota under the directorship of Dr. Etta Saloshin, of the staff of the School of Social Work.

Workshops. The Minneapolis Schools held a workshop program at Marshall High School jointly with Secondary workshops. This program offered more flexibility for teacher-participants because they could enroll anywhere from a one-week course to the full eight weeks, taking work in specific subject areas under the coordination of consultants and the best available leaders. All of the workshops were designed to improve teaching skills and understandings of the needs of the culturally disadvantaged pupils. Ninety-eight teachers enrolled during the eight weeks. They received stipends for full attendance and completion of the workshop assignments. A few teachers from non-target area schools also enrolled for some of the workshops without stipends.

The workshops included art appreciation, audio-visual instruction, orientation to the background of disadvantaged children, social work theory, mathematics, techniques to teaching the mentally retarded, music, services of non-professionals in target area schools, physical education for the handicapped, reading methods, preparation for teachers of special learning disabilities, methods to helping speech and language disabled youngsters, and methods of guidance and evaluation.

Curriculum and Materials Development. When teachers were first informed of summer school opportunities under Staff Development, they were given a choice of area, including working in the development of materials suitable for target area pupils. From these lists of interested teachers and from recommendations of others qualified to work in specific areas, groups of teachers were selected and invited to work on curriculum development with stipends. The following topics were explored under the leadership of coordinators similar to the workshop leaders: curriculum for the deaf, for disabled readers, for sex education, for non-professionals, human relations, economic education, and utilization of outdoor resources. Most of these units met at Marshall High School, governed by the same daily attendance and assignment requirements. One hundred and three teachers helped develop materials for target area schools.

Pilot Projects. To improve instruction for disadvantaged children, several pilot projects were undertaken: art materials center at Holmes School where children from Urban Area Summer Program Schools came for enriched art classes; Words In Color project at Harrison School which worked directly with children; closed-circuit television available to all of the Staff Development programs to observe classes in progress in Head Start and Urban Area Summer Program Schools; summer school service for deaf children at Agassiz School to prevent interruption of training of these pupils; and a science program with basic supplies and equipment to provide more effective teaching methods.

Orientation For New Teachers. A one-week workshop held at Hall School one week before the opening of all classes enabled teachers new to target area schools to gain some understanding of the children they would teach. Visits to the target communities, talks with experienced target area teachers, and utilization of resource people were features of this workshop. Twenty-nine teachers enrolled for this course.

SUMMARY OF PROGRAM

Number of teachers in the program as participants:

Scholarships	41
St. Catherine's	47
University of Minn. Institute	25
Workshops	98
Curriculum Development	103
Pilot Projects (Science)	6
Orientation for new teachers	29
Total:	349

COMMENTS BY THE DIRECTOR

Each person enrolled in the Elementary Staff Development Program in the summer of 1966 was expected to complete and submit an evaluation form prepared by the Research Team. Each segment had a specific evaluation, and a more comprehensive appraisal was requested for each participant's total enrollment.

Reactions of enrollees were outstandingly favorable. The most prevalent comment was one that favored the freedom from the classroom to pursue professional growth--without the demands and fatigue that the classroom presents when teachers avail themselves of in-school in-service programs. "For once I really have the time and energy to find out for myself," was a typical comment. Another favorable comment that was heard time and again was the excellence of the staff that coordinated and conducted the various segments of the program. The innovations and new techniques were appraised highly and the entire program promises to enrich the entire school system even though it was almost limited to target-area schools. Materials and methods will carry into buildings and from school to school.

Adverse comments pertained chiefly to the length of the eight-week program. Several persons who had committed themselves to a program of eight weeks felt that it was too long and left them too little time before the formal school opening.

Administratively there were several problems which could be alleviated. The short span of time from the approval of the program to the beginning of the actual enrollment left too little time for coordinators to obtain necessary texts and supplies, participants did not get to explore all of the possibilities for professional growth with adequacy, and many minor problems could not be anticipated or prevented in order to ensure a smooth program. Better communication between coordinators and directors and with the Urban Area Summer Program Schools would have resulted in more effective interaction and joint opportunities.

The planning of the budget for the various components was very foresighted and comprehensive. The Finance Department of the Minneapolis Public Schools did an admirable job of handling the onslaught of orders for supplies, salaries, and stipends. Here again, more time at the beginning of the program would have eased the strain. In spite of the heavy demands on the Finance Department, payments were made reasonably promptly and accurately.

If institutions, outside of our Minneapolis Public Schools, are asked to sponsor future programs, the format of the University of Minnesota Institute is recommended as being the least difficult to administer and the least expensive. It rated highly among its participants, also. The participants felt that this course, Social Work 107, reached the heart of the problems that target area teachers face in working with disadvantaged children.

It is hoped that the program described in this paper would offer experience and background for future programs.

URBAN AREA ELEMENTARY AND SECONDARY STAFF DEVELOPMENT PROGRAMS[1]

General Comments. The Urban Area Staff Development Programs, elementary and secondary, were designed to help teachers to (1) understand the social and cultural background of culturally deprived children, (2) recognize the educational needs of culturally deprived children and (3) develop ways and means of educating culturally deprived children.

Courses were offered in the general areas of (1) fine arts and self expression, (2) communication skills, (3) cultural and social background, (4) guidance, (5) science and math, (6) special education, (7) general curriculum and (8) audio-visual aids. In addition, each enrollee participated in a four-hour course called classroom management and techniques.

Forms and questionnaires returned by the project directors indicated that 577 elementary and secondary teachers enrolled in the various courses. These teachers were generally well experienced with culturally deprived youth and had had course work beyond their bachelor's degree. The teachers felt that the individual courses had been of value and that these courses were relevant to the culturally deprived child. They also felt that (1) their time had been well spent in the program, (2) the program objectives had been met, (3) the course work had been "at about the right level," and (4) the summer's work would prove useful.

The scholarship recipients felt that their course work had been valuable and that it would be relevant to working with the culturally deprived youth. Most of the scholarship recipients attended the University of Minnesota.

Respondent comments. The following summary of respondent comments was derived from answers to two questions on the Staff Development Evaluation (general) form. This form was administered once to each enrollee after he had completed his staff development experience and included the following two requests: (1) (Please make) comments about the Staff Development program this summer and (2) what suggestions would you make for improvement of Staff Development in the future?

---

[1] Questionnaires and methods of information retrieval were developed by Dr. Thomas E. Brodie, former head of research for Federal Projects, Minneapolis Public Schools.

The overall response, as judged by the responses to the two general questions, were generally positive and seemed to indicate an excellent reception, on the part of the respondents, of the Urban Area Staff Development program. Comments such as the following were quite common: (1) this was the best staff development program that I have ever been in, (2) this program should be continued throughout the year and repeated next summer, (3) give us more, both in quantity and quality, (4) broaden the invitation to include all city teachers and (5) provide the means for getting together periodically throughout the year. Judging from the tone and content of the responses, the reaction was more in the nature of a request to continue an already excellent program rather than a critique of the program.

The responses have been organized in the following order: (1) Length of project, (2) Definition of courses, (3) Involvement of children, (4) Speakers and instructors, (5) Organization of courses, (6) Materials and facilities and (7) Miscellaneous.

Length of project and courses. Comments with regard to the length of the courses suggested more than two weeks as a minimum and six weeks as a maximum period for the project courses. The class periods most often suggested ranged from two hours to four hours. However, these periods will be affected by course content, facilities and external limitations.

Definition of courses. The courses should be clearly defined as to goals and objectives, with provisions made for discussing new ideas and the relationships of courses content with the culturally deprived. It was further suggested that the course planning staff meet a sufficient number of times before the institutes and workshops to insure maximum use of the enrollee's time.

When appropriate, the product of the workshops should be highly visible.

Provisions for pilot testing, field testing and implementation into the regular school curricula should be clearly evident to the enrollees. Dissatisfaction was registered by enrollees in courses taught by the regular instructors' subordinates; also, in some cases the method of presentation was questioned.

Involvement of students. The respondents expressed a need to: (1) observe culturally deprived children in a variety of settings and (2) test the workshop products on culturally deprived students. This observation and testing could be accomplished either through personal contact or the use of video tape. The respondents would like to see applications of or have demonstrated to them, techniques for use with the culturally deprived students in general and specifically with those students having functional disorders. The above comments should not be taken to mean that the respondents wanted to teach a regularly scheduled class in addition to their staff development experiences but rather that they would like, when appropriate, the opportunity to observe and to test their ideas on culturally deprived children.

Speakers and instructors. The respondents requested more guest speakers but specified that these speakers be informed as to the nature of the course and the needs of the enrollees. They also wanted to be informed, by representatives, of the efforts of other community agencies in dealing with the culturally deprived families. Many of the enrollees stated that the speakers and instructors should be knowledgeable in the field and that the instructor's subordinates not be allowed to teach any of these courses.

Course organization and content. The respondents expressed an appreciation for the "non-judgmental environment" of the staff development experiences along with an appreciation for the opportunity to get together with fellow teachers from various subject matter areas and other school buildings. They mentioned the benefits of free discussion, "give and take" and freedom from the daily tension of teachings as being highly desirable.

Workshops, institutes and composite experiences were all suggested as desirable for the next program. In addition, courses in the use of materials and supplies were requested, an example of which was the course in the use of audio visual aids.

Facilities and materials. The respondents requested more comfortable classes with adequate ventilation. In addition, they felt that an improved material supply system should be designed in order to provide high quality materials and equipment when and where needed.

RECOMMENDATIONS

1. General:
    a. Continue the program next year.
    b. Increase the quantity and quality of the offerings.
    c. Include more teachers in the program.
2. Length of project and courses:
    a. Limit the course to a minimum of two and a maximum of six weeks.
    b. Limit the class period to a minimum of two and a maximum of four hours.
3. Definition of courses:
    a. Clearly define course goals and objectives.
    b. Make provisions for discussing new ideas.
    c. Make provisions for testing the products of the program.
4. Involvement of students:
    a. Provide for the observation of students in their regular classrooms.
5. Speakers and instructors:
    a. Provide more guest speakers who have been informed as to the nature of the program.
6. Course organization and content:
    a. Maintain the non-judgmental environment of the program.
7. Facilities and materials:
    a. Improve the classroom comfort of the enrollee.
    b. Improve the material supply system.

Local #19
State Project #751
Code 751

ABSTRACT

PROJECT TITLE: Head Start - 1966

PROJECT ADMINISTRATOR: Mr. John Ott, Principal, Warrington Elementary School

APPROVAL DATE: April 4, 1966

DURATION: April 4, 1966 - August 31, 1966

BUDGET:

Elementary and Secondary Education Act Funds	$ 31,039.12
Office of Economic Opportunity Funds	133,588.04
Local Funds (Building Rental)	21,968.00
TOTAL	$186,595.16

SCHOOLS INVOLVED:

Adams
Blaine
Bremer
Clinton
Corcoran
Emerson
Grant
Greeley
Hall
Harrison
Hawthorne
Hay
Irving
Lowell
Madison
Mann
Marcy-Holmes
Monroe
Motley-Pratt
Pierce
Seward
Sheridan
Warrington
Webster
Willard

PERSONNEL:

1 Project Director
1 Research Assistant
1 Medical Director
1 Social Service Director
1 Art Coordinator
1 Audio-Visual Coordinator
1 Music Coordinator
1 Science Coordinator
1 Phy. Ed. Coordinator
1 Volunteer Coordinator
6 Speech Clinicians
1 Dietitian
32 Social Workers
64 Teachers
65 Teacher Aides
26 Resource Persons
25 Principals
26 Nurses
7 Cooks
37 Food Service Aides
26 Janitors
27 Clerks
7 Social Worker Clerks
1 Field Trip Clerk
1 Payroll Clerk

DESCRIPTION: Children who were eligible to enter Kindergarten in the fall of 1966, lived in the attendance areas of the schools listed above, (or met the low family-income criteria), and had their parent's consent, attended a seven-week pre-kindergarten program. In all, 1140 children were accommodated. Limiting class size to nineteen enabled teachers to offer children enrichment experiences, guidance in personal and group cooperation, and experiences that resulted in pupil improvement in verbal skills, knowledge of the community, emotional development, and self-concept. Improvement in school-community relations resulted by increasing parent participation in many aspects of the program. Breakfasts and a mid-morning snack were provided. The effectiveness of the project was evaluated by the extent to which specified objectives were achieved.

PROJECT HEAD START

1966

Introduction - Using information gained from the summer, 1965, Head Start Program in Minneapolis, the Head Start Program for summer, 1966, was organized to improve social skills and develop language skills in pre-school children from deprived areas. To assist in the planning for the 1966 program, an Evaluation Advisory Committee met with the Head Start Project Director three weeks prior to the start of the 1966 program.

The primary function of this committee was to act as a consultant force in evaluation procedures. The committee, made up of University of Minnesota staff members and a citizen's lay group representative, reviewed the evaluation of the 1965 program and the specific objectives of the project as outlined in the 1966 Title I, P.L. 89-10 and O.E.O. proposals, and made the following recommendation:

--The tests which were inconclusive in the 1965 program should be eliminated.

--A group should be selected from Head Start waiting lists to provide a base for the evaluation of the effectiveness of the experiences provided Head Start children.

--The individual testing aspect of the program should be designed so as to keep teacher and teacher aide involvement to a minimum.

--The Operation Head Start Behavior Inventory and Pre-School Inventory would be appropriate instruments for measuring gains or losses in kindergarten readiness.

--Since parent participation was considered of utmost importance in extending certain experiences of the children, an attempt should be made to measure this participation.

--The identification and improvement of children's health problems should be researched by the Minneapolis Health Department.

--Post program questionnaires should elicit candid responses evaluating as many phases of the program as possible.

Objectives - Of the stated objectives in the proposal of Project Head Start, the following were the main focus of the summer, 1966, program:

1. To provide pre-kindergarten children, who qualify under Office of Economic Opportunity criteria[1] or are from educationally disadvantaged families, with learning experiences which prepare them for successful entry into school.
2. To bring parents and school together in a joint effort for the building of a strong educational program in the community.
3. To identify health problems in children, and make this knowledge available to both home and school. Activities to include:
    - Medical and dental screening
    - Tuberculin tests
    - Urinalysis
    - Hemoglobin tests
    - Vision and hearing tests
    - Immunizations

Area And Group Served - The 1966 summer Head Start program was expanded from sixteen schools used in 1965, to include twenty-five elementary schools. As in the case of the previous year, the 1966 selection involved choosing schools within the core city that had concentrations of poverty problems. The program was designed to include 960 to 1216 pre-school children from low-income families. These children met in 64 classes, an average of between 15 to 19 children per class. As it turned out, the actual enrollment was 1140. Of this number, 15 children were transported from districts outside the target area. The children attended classes from June 23, 1966 to August 10,1966, three and one-half hours per day, five days per week for the seven weeks. Staff members worked daily from June 20, 1966 to August 10, 1966, for four and one-half hours per day. The daily additional hour of teacher time was spent in parent conferences, either at school or during a home visit. The three days prior to opening day were spent in organizational activities. Table 1 shows the distribution of children at the various schools.

---

[1] Children living in families where the annual income for a family of four is $3,000 or less (plus or minus $500 per member), or from families on city relief or public welfare must make up 90% of the children whose attendance is supported by O.E.O. funds

TABLE 1

School	Number of Classes	Number of Children
Adams	2	38
Blaine	3	32
Bremer	2	39
Clinton	2	32
Corcoran	2	38
Emerson	2	39
Grant	4	76
Greeley	4	70
Hall	2	38
Harrison	8	126
Hawthorne	2	40
Hay	4	71
Irving	2	36
Lowell	1	20
Madison	2	29
Mann	3	55
Marcy	2	51
Monroe	2	34
Pierce	2	35
Pratt	2	36
Seward	2	40
Sheridan	2	41
Warrington	3	54
Webster	2	30
Willard	2	40
Totals	64	1140

As in the 1965 program, each class was staffed by a teacher, a paid adult teacher aide, and in most cases a volunteer helper. Additional personnel responsible for overall administration, supervision, and coordination included:

Mr. John Ott, Head Start Staff Director
Dr. C. A. Smith, Commissioner of Health, City of Minneapolis
Dr. Evelyn E. Hartman, Director of Maternal and Child Health
Mr. Al Olson, Chief of Health Education
Miss Julia Breidenbach, Social Work Coordinator
Mrs. Gloria Florenz, Head Start Volunteer and Community Agency Coordinator

Other personnel, such as cooks, janitors, and various resource persons were used jointly with the Urban Area Summer Program that was conducted simultaneously with Head Start.

Health Department

The Minneapolis Health Department was requested to plan and develop the health aspects of the Head Start Program. This was incorporated as Phase I in the department's Comprehensive Health Care Program for Children & Youth, funded through the Children's Bureau of the U.S. Department of Health, Education, and Welfare. A program of medical, dental, laboratory, vision and hearing screening activities as well as immunizations and tuberculin testing was developed and executed. Cooperation was received from the Hennepin County General Hospital, the University of Minnesota School of Dentistry, as well as many volunteer groups in carrying out the program. The volunteer groups included the Parent-Teacher Associations, the Preschool Vision and Hearing Survey of the Minnesota State Medical Association, the Minneapolis Hearing Society, the Auxiliary of the Minnesota Optometric Association and others.

Four of the schools (Adams, Greeley, Monroe, Seward) were served by the University of Minnesota which has a sub-project within the total Comprehensive Health Care Program.

After the children had been identified by the Board of Education, Home Visitors from the public schools visited the homes to determine eligibility and to receive a commitment from the parent that the child would enroll in the program. The Home Visitors also described the health examinations that would be required for each child participating in Head Start. Children that were under the care of a private physician or dentist were requested to have a report from him on forms that were left with the family. The classroom program began on June 23, 1966.

The medical screening which was done by pediatric residents from Hennepin County General Hospital assisted by registered nurses included a physical examination, a tuberculin test and immunizations for diphtheria-tetanus (whooping cough), Sabin Oral polio and measles vaccination. The smallpox vaccination was generally delayed until fall. Prior to the examination, a health history had been obtained.

Health Department (Continued)

The dental screening was done by dental residents from the University of Minnesota, School of Dentistry. The Minneapolis Health Department laboratory was responsible for the hemoglobin determination and urinalysis. Vision and hearing screening was done by volunteer women from various lay organizations following an orientation meeting for them.

Following each clinic session the records of the children were reviewed by the Project clerks and nurses for completeness and need to return to a make-up clinic. A pediatrician reviewed the records for need for medical follow-up and she made the referral. Dental referrals were likewise initiated. Public health nurses visited each home where follow-up was needed, discussed the findings with the parent and made plans for follow-up care. Follow-up will be continued until each child receives the care he needs unless the family has moved out of our jurisdiction or absolutely refuses care. In the latter case, the pediatrician will make a judgment as to whether or not the health of the child will be jeopardized if the follow-up is not done. If necessary the family will be referred to the Child Protection unit of the Hennepin County Welfare Department. Such a referral was made for one child with untreated congenital dislocation of the hips when the parents refused follow-up.

Families of children with borderline hemoglobins who were not referred to the physician were counseled in one of three ways: in maternity clinics by the maternity clinic nutritionist; by the public health nurses; and by nutrition students from the University of Minnesota, School of Public Health, through home visits. A repeat hemoglobin is to be done for all of these children. Further family counseling will be initiated through the public health nurses or the school nurses.

Curriculum of Head Start, 1966 - One of the planned characteristics of Head Start was to provide a relaxed atmosphere for children and teachers that would promote creative and imaginative activities. Since Head Start children did have a need for Language Arts, the techniques employed in improving skills in language included telling and reading stories and poems and participating in dramatizations. Also, field trips and free periods involving games, walks, and outdoor play focused on the following objectives:

--Building self-concepts and self-discipline

--Developing creativity and intellectual curiousity

--Promoting verbalization of new experiences

--Developing a sense of routine in a classroom environment

--Building social skills

--Building a respect for school and authority figures

Through reduced class size and adult assistance in the classroom, a supportive environment was created that enabled teachers to try a variety of activities aimed at achieving the stated objectives.

Field trips provided an important experience to the children. Visits to places of interest such as businesses, parks and recreational areas, public libraries and art centers gave children opportunities to react to each other. Adults were seen in a different light by the children. The adult role of offering encouragement, kindness, and support was vital for children in the program.

The Role Of The Social Workers - The sixty-four Head Start classes were served by thirty-two social workers, which amounted to a ratio of one half-time worker per 38 children. Implementing a recommendation of last year's program analysis, the Head Start Director employed the social workers one week prior to the opening of the program to help with recruitment and identification of pupils for the centers. After the start of the program, social workers contacted the parents of each child for purposes of interpreting the program, obtaining family data, offering service for special problems, and encouraging the parents to become involved in the school program through volunteering to help on field trips, and participating in parent group meetings. Thus, social worker assistance and support was given to teachers who also made home visits to most homes. However, communication between social workers and teachers left something to be desired. The organization of the teacher's day was such that she had little time away from her children for talking to social workers, or attending parent group meetings.

Parent Group Meetings - Parent groups met in informal settings, focused on developing parent leadership and interests, and providing socializing opportunities. Many meetings centered around child rearing practices, home management, nutrition, health and first aid, community concerns, and the interpretation of school and community services available for children and families. Resource persons secured to lead discussions included psychologists, nutritionists, family life and sex education speakers, child guidance specialists, and others. Of the 180 parent group meetings, 104 were combined with Urban Area Elementary Program parents. A nursery was provided for the children whose parents would have found it inconvenient to attend without this service. Volunteers assisted with the nursery, with arrangements, with planning, and with other activities associated with the parent group meetings. In evaluating the parent meetings, parents expressed great interest in having the meetings and indicated they favored the small discussion groups that centered around their concerns and interests, more than the structured informational type meeting. The democratic and very meaningful involvement of parents in the school has emerged as one of the most significant and valuable contributions of the Head Start program.

Recommendations for 1967 - If the Head Start program is to continue as a summer program, the staff would recommend the following procedures for the coming year, 1967:

1. Pre-Planning -- In the past, personnel of the regular school year did the recruiting of eligible pupils and prepared the buildings without additional time being made available, and without remuneration. It seems imperative that these services be provided for on the payroll of Head Start.

2. Pre-Program Workshop -- A local workshop for Minneapolis Head Start personnel would best prepare all those involved. Such a program would enable teachers and principals to work together part of the time on specific aspects of the classroom and extended class activities.

3. Supervision -- Experienced Minneapolis personnel employed for the summer program should be utilized to give supervision to staff coming in from non-school settings. Practical on-the-spot assistance is needed by new workers.

4. Length of the Working Day -- Two-thirds of a working day, or five hours, is necessary for providing the best service. There was not enough time for consultation with teachers, children, nurses, social workers, and all others in the 1966 program. The additional time is also more realistic for home visit purposes.

5. Psychological Services -- The services of psychologists are badly needed for study of children presenting serious problems, and they are needed for consultation with school personnel.

6. Coordination of Home Visits -- There were occasions where duplication of home visitation by Head Start and other community workers resulted in annoyance to parents. Better communication channels need to be developed in this regard.

7. Bus Supervision During The First Days -- It is recommended that teacher aides or other volunteers be designated to ride the school busses for several of the first days of the program to observe and supervise pupils.

HEAD START 1966 - EVALUATION[1]

Since one of the primary objectives of Head Start 1966 was to provide pre-kindergarten children with learning experiences that would prepare them for successful entry into school, the following instruments seemed appropriate for assessment of pupil progress from the start of the program to the end:

1) Peabody Picture Vocabulary Test - Scores on this instrument provide an estimate of the subject's verbal intelligence through measurement of his hearing vocabulary.

2) Operation Head Start Behavior Inventory - A teacher rating instrument of pupil behavior, completed by the teacher using a four-point scale on the various items.

3) Pre-School Inventory - A series of questions developed by B. M. Caldwell, Syracuse, New York, 1965, which attempt to measure areas of achievement regarded as necessary for success in school.

Sample to be tested - Due to the size of the Head Start program, it was decided that any testing program would involve the use of a random sample of children. Accordingly, two boys and two girls were selected from each Head Start class using a random numbers table.

The Peabody Picture Vocabulary Test and the Pre-school Inventory pre-test were administered during the first week of the program. The Behavior Inventory pre-test was given after two weeks of teacher observation. The post-tests were given during the last full week of the summer session. This provided approximately five weeks of program experience between measurements.

Following the recommendation of the Advisory Committee, a Control Group was selected consisting of eligible, but non-participating children living in the Blaine, Grant, and Harrison school districts. Due to the press of time, the Control Group was given just one of the three tests used, the Pre-School Inventory. Home visitors were trained in testing procedure, and administered the Inventory at the children's homes. The home visitors attempted to contact the parents of all the children on the control group lists to explain the importance of this testing, gain parental permission, and to schedule test dates and times. Table 2 indicates the total number of both pre- and post-test scores available when post-testing was completed on both Head Start and non-Head Start children.

---

[1] Program evaluation written by Miss Bonnie J. Powell.

TABLE 2

Test	Head Start Children	Control Group Children
Peabody Picture Vocabulary Test	101	0
Head Start Behavior Inventory	96	0
Pre-School Inventory	117	25

RESULTS OF THE PUPIL TESTING PROGRAM

Peabody Picture Vocabulary Test - The Peabody Picture Vocabulary Test was administered to a random sample of Head Start children prior to and following the summer program, and the scores were analyzed using a t test of correlated measures.[1] The results did not bear up last year's findings which showed girls gaining significantly between pre- and post-testing. Table 3 points out that none of the mean score changes, positive for boys, negative for girls, were significant at the 1% or 5% level of significance. Furthermore, according to the norms provided by the author, the Head Start group tested at approximately what would be expected, since the mean scores of both boys and girls represented an ability level age of about five years. If the Peabody Test is presenting a true evaluation of a child's verbal intelligence or verbal achievement, it would seem that the summer's activities did not have much effect on this aspect of the children's abilities, as measured by this test. On the other hand, children in the Head Start program were very inexperienced in test taking, and it is possible that as much variability in test scores could be accounted for in terms of problems encountered in test administration as in terms of pupil learning.

---

[1] Statistical Methods, Snedecor, George W., Iowa State University Press, Ames, Iowa, 1962, p. 49 and 50.

TABLE 3

RESULTS OF PRE- AND POST-TESTING WITH THE PEABODY PICTURE VOCABULARY TEST

		Pre-Test		Post-Test		Gain (+) or Loss (-) (Months)	
	N	Raw Score Mean	Mental Age	Raw Score Mean	Mental Age		"t"
Males	51	47.00	4-11	49.12	5-33	+4	1.004 N.S.*
Females	50	48.24	5-0	47.32	4-11	-1	-0.608 N.S.
Total Group	101	47.61	4-11	48.23	5-1	+2	0.489 N.S.

*Not significant at the 1% or 5% level of significance

Behavior Inventory - Each Head Start classroom teacher participated in pupil evaluation by rating her children on fifty behavioral traits based on her personal observation and experiences with the children. In responding to each item, the teacher was asked to describe how her children behaved on a four-point scale ranging from "Very Much Like", to "Not At All Like." Since categories #1 ("Very Much Like") and #2 ("Somewhat Like") are taken as positively related to the individual, teachers' ratings were analyzed by calculating the percentage of children falling in categories #1 and #2 prior to and following the Head Start experience. It was determined that a difference of 14 percentage points amounted to a significant change.[2]

---

[2] Statistical Methods in Research, P. O. Johnson, Prentice-Hall, Inc., New York, 1949, pp. 80-81.

Some interesting changes occurred in Head Start children, as perceived by the teachers. For example, boys made seven significant changes that might be interpreted as good or bad, depending on the point of view. However, inspection of the items showing significant changes for boys indicates that with the possible exception of one item, most of the changes could be considered desirable. Similarly, girls showed significant changes in nine instances, and with the possible exception of the results in two items, the resulting changes seem desirable. In nearly all items, changes as seen by the teachers were in a positive direction, and would tend to support the idea that the Head Start experience was profitable for the children.

Pre-School Inventory - A third instrument was used to assess pupil progress. The Preschool Inventory[3] was administered to three groups of children prior to and following the Head Start experience. In addition to a comparison group chosen from Head Start waiting lists, six males and six females were randomly selected from three classes at Harrison Elementary School that were taught by the Montessori method. The selection procedures of placing children into the Montessori classes and Control group were not based on random methods. Therefore, it cannot be assumed that the three groups, Head Start, Control, and Montessori, were equivalent. It seems evident from the pre-test scores shown in Table 5 that the groups were not the same, as measured by this test, at either the start or finish of the summer program. However, all were pre-schoolers and all constituted a representative sample from their respective groups. Inasmuch as the three groups were themselves composed of children of all abilities and from approximately the same background, a pre- and post-test comparison within groups seems acceptable. Caution must be exercised in interpreting comparative statistics between groups, however, as it is doubtful the groups had equal abilities at the beginning of the Head Start program as measured by the Preschool Inventory.

---

[3] Preschool Inventory, by Bettye M. Caldwell, Ph.D., Syracuse, New York. Contains four scales; Personal-Social Responsiveness, involving child's knowledge about his personal world (name, address, parts of body, friends), Associative Vocabulary, involving child's ability to carry out some action in association with a verbal concept, Numerical Concepts, involving child's ability to label quantities, and Sensory Concepts, involving child's awareness of size, shapes, motion and color. The test is not standardized on any population and no reliability or validity data are reported by the author.

On each of the four sections of the Inventory, Head Start children made statistically significant gains from pre- to post-testing. This was not the case with either the comparison group or the Montessori children, although all groups demonstrated statistically significant gains on Total Test scores.

The Head Start Teacher - The sixty-four teachers employed in the 1966 Head Start Project were requested to anonymously complete two post-program questionnaires: A Teacher Questionnaire and the General Program Evaluation.[4]

Tables 4 through 6 relate to the Head Start teachers' professional experience.

TABLE 4

TEACHERS' TOTAL YEARS OF TEACHING EXPERIENCE

	Years	N	%
Total years of teaching experience:	1	12	18.8
	2	14	21.9
	3	6	9.4
	4-5	6	9.4
	6-10	6	9.4
	11-20	9	14.1
	21-up	9	14.1

---

[4] Both instruments developed during the 1965 program.

TABLE 5

TEACHING EXPERIENCE WITH CULTURALLY DISADVANTAGED CHILDREN

	N	%
1. I have never taught any culturally disadvantaged children.	4	6.4
2. Only a very small proportion of the children in the classes I have taught could be considered culturally disadvantaged.	27	43.5
3. A substantial proportion of the children I have taught could be considered culturally disadvantaged, but not the majority.	20	32.2
4. The majority of the children I have taught could be considered culturally disadvantaged.	9	14.5
5. I have rarely, if ever, taught children who were not culturally disadvantaged.	2	3.2

TABLE 6

NURSERY SCHOOL KINDERGARTEN TEACHING EXPERIENCE

	N	%
Nursery School	3	7
Kindergarten	34	79
Both Nursery School and Kindergarten	6	14
Total Head Start Teachers	43	

Fifteen of the sixty-two teachers that returned the Teacher-Questionnaire had taught in the 1965 Minneapolis Head Start Summer Program. No significant differences were found in the comparison of the evaluative comments of the group that taught in both summer programs with the group that taught in the 1966 summer program.

On the General Program Evaluation, 62 Head Start teachers rated the teacher aides and volunteers as being extremely valuable or of some value. Numerous teachers indicated that the employment of district residents as aides offered a new scope of experiences to them which helped to improve neighborhood attitudes and cooperation. Fifty-nine teachers stated that the 1966 Head Start Program had accomplished the objectives as they understood them.

Bethel College Orientation Program: Twenty-five teachers attended the orientation program at Bethel College. Six teachers rated the program as extremely valuable. Fourteen teachers rated the program as having some value. Five rated it as having little value. Twenty-three of those who attended made the following recommendations regarding the organization and content of the preparatory program:

(1) The information on child development and early childhood education was excellent for those who had little or no nursery school or kindergarten teaching experience.

(2) Speakers who were involved in the 1965 Project Head Start Program were excellent.

(3) Small group sessions would be most effective if the members are homogeneously grouped according to center locales.

(4) Project Head Start pamphlets published by the Office of Economic Opportunity, Washington, D.C., were an excellent source of information regarding philosophy, goals, and general program descriptions. The majority emphasized that sessions in which these general program concepts are refined in the most practical terms to define teacher roles and specific functions in the local centers would be of most value.

The Teacher Aide

The sixty-four teacher aides employed in the 1966 Head Start Program were requested to anonymously complete a post-program questionnaire. Sixty-one teacher aides returned a Teacher Aide Questionnaire.[5] Two interesting findings resulted from the Aide Study:

--Nineteen of the sixty-one respondents had worked in the 1965 Head Start Program.

---

[5] Developed in the 1965 Head Start Program.

--There were no significant differences in responses between the group which was employed both summers and the group which was employed for the 1966 program regarding areas and/or amounts of responsibilities.

Parents

Parents of Head Start children were given a questionnaire in order to get their reactions to the program. Inspection of the results showed that the parents overwhelmingly approved of the program, and had no serious objections about any part of it.

Local #20
State Project #943
Code 764

ABSTRACT

PROJECT TITLE: Reading Language Laboratory, Lincoln Junior High School

PROJECT ADMINISTRATOR: Dr. George Christenson, Principal, Lincoln Junior High School

APPROVAL DATE: April 15, 1966

DURATION: May 2, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $8,101

SCHOOL INVOLVED: Lincoln Junior High School

PERSONNEL: 1 Consultant Administrator

DESCRIPTION: In an effort to augment and enrich the existing remedial reading program, oral-aural equipment in the form of tape recorders, headsets, and volume controls will be installed at fifteen student positions around the periphery of the Reading Center at Lincoln Junior High School. A central console, providing two-way communication to each of the fifteen locations, will make it possible to play pre-recorded tapes, to make practice tapes, and for direct pupil-teacher interaction. The majority of the budget will be spent for providing and installing the equipment. It is anticipated that the electronics shop of the Minneapolis Schools will provide the headsets, and install the console and tape recorders, while the carpenter shop will construct and install the booths. Orientation of a teacher aide by the Reading Center teacher will take place prior to the beginning of the operation of the laboratory, which will be the school year 1966-67. Evaluation of the use of the facilities will take place during the school year 1966-67, and will center on pupil reading improvement as well as improving their attitudes toward reading. The installation of equipment did not take place this fiscal year. Title I monies were only used to purchase equipment in this project.

NARRATIVE DESCRIPTION OF THE PLANS FOR THE READING LANGUAGE LABORATORY[1]

A conference was held during the 1965-66 school year. Dr. John Maxwell, Dr. Fred B. Roessel and Dr. George A. Christenson (Principal and Assistant Principal, respectively, at Lincoln Junior High School at that time), plus Mrs. Evelyn Gaile, met in the former Reading Center to discuss the possibility of using electronic equipment in a reading center. From this meeting the idea grew to where Dr. John Maxwell wrote the Federal Proposal under Title I, Public Law 89-10, and submitted it to Mr. Don Bevis, Director of Federal Projects for the Minneapolis Public Schools. The proposal was submitted to the Department of Education, State of Minnesota, and approval was received.

Mrs. Evelyn Gaile, Remedial Reading Teacher, Lincoln Junior High School, was employed from June 27 through July 22 to familiarize herself with the electronics equipment, operation of any other such equipment in other educational institutions, and to prepare materials for use with the electronic equipment which would be installed in the Reading Language Laboratory, Room 211, Lincoln Junior High School, 2131 North 12th Avenue, Minneapolis, Minnesota. She carefully reviewed the reading program that she had conducted during the past seven years at Lincoln Junior High School. She gleaned out the ideas which would be applicable to an Electronic Reading Laboratory. She decided that she would produce tapes and produce units for use with the new equipment. Ronny Sjoberg, the Adult Aide, assisted her in the preparation of tapes for the Center. Most of the materials will be produced during the year because they will need to be based on the immediate needs of the students involved. The production of materials is an on-going project which will take years of time and effort to produce a library of materials readily usable in the Center.

---

[1] This report written by Dr. George Christenson, Principal, Lincoln Junior High.

Professor Lee A. Pederson from the English Department of the University of Minnesota was engaged to help shape the work for that aspect of the laboratory dealing with dialect retraining. Dr. Pederson has written frequently on the topic for the National Council of Teachers of English. In addition, he has completed an interview study of usage patterns among several hundred children in five elementary schools of varied socio-economic makeup. Mr. Pederson's work was largely confined to preparation of a formal report, although he met with the consultant and the teacher engaged in the project a few times. The report is a comprehensive treatment of

a) changing dialect and usage problems in Minneapolis

b) an explication of Negro-dialect patterns as they appear in Northern cities including Minneapolis, and

c) a summary of pertinent and linguistically-sound methods for dialect retraining and usage substitution through audio-lingual techniques.

It is intended that the report be discussed by both elementary and secondary school personnel as the school system moves into greater awareness and activity about the use of electronic equipment in dialect and usage training.

Skilled craftsmen from the Minneapolis Public Schools came to Lincoln Junior High School and drew up detailed plans for setting up the equipment for the Reading Language Laboratory. Plans were then submitted to Dr. Maxwell, Dr. Christenson, and Mrs. Gaile for their approval. After the plans were approved, specifications were drawn up for the necessary equipment, and the equipment was purchased for the individual student carrels and for the teachers' central console, plus any additional equipment needed to make the laboratory operable. The equipment is to be delivered sometime during the early part of October, and the date for installation is tentatively set as the middle or late part of October.

Detailed Description. Installation will be made of 15 student positions around the periphery of the Reading Center at Lincoln Junior High School. Each position is to be equipped with a tape recorder, headsets, and volume control. Equipment for students is to be housed in a booth closed on three sides with suitable work surface. The installation is analogous to that of a language laboratory.

Installation of a central console for the teacher's use will provide means of constant two-way communication with each of the 15 student locations, for up to four students to work together from remote positions, means of playing pre-recorded tapes or recordings to student positions, and means of making practice tapes or "response" tapes by students.

It is planned that fifty or more pupils per day will be served with this equipment, when installation is completed. During a full school year more than two hundred students should be served, using a system of student rotation about every ninth week.

Type of Facility. Equipment for the installation outlined is to be manufactured by the electronics shop of the Minneapolis Public Schools. The equipment is to be housed in the reading center on the first floor at Lincoln Junior High School in Minneapolis. Since the equipment is to be installed around the periphery of the room, it is not anticipated that any reconstruction will be necessary. Need for some minor carpentry is expected. Booths for the installation will be constructed by the carpenter shop of the Minneapolis Public Schools, or they will be purchased from a standard supplier of language laboratory equipment, depending on the best price.

Specific Objectives. To provide oral-aural equipment to augment and enrich the program in remedial reading at Lincoln Junior High School.

Through use of this equipment to:

1. Provide protection from embarrassment to the student struggling with oral materials;
2. Provide continuous contact and "feedback" to the students by the teacher;

3. **Provide a sense of uniqueness and a sense of responsibility among students who will handle the equipment;**
4. **Provide isolation for the emotionally disturbed student who often frequents remedial reading classes;**
5. **Provide dialect retraining and usage practice through oral means.**

Local #21
State Project #1071
Code 765

ABSTRACT

PROJECT TITLE:	School Lunch Program for Six Target Area Schools
PROJECT ADMINISTRATOR:	Miss Elizabeth Goodman, Director of School Lunchroom and Consultant in Food Education
APPROVAL DATE:	April 13, 1966
DURATION:	May 1, 1966 - August 31, 1966
BUDGET:	Elementary and Secondary Education Act Funds $75,176
SCHOOLS INVOLVED:	Adams Blaine Grant Greeley Hall Hay
PERSONNEL:	1 Project Administrator

DESCRIPTION: As an outgrowth of this project, an adequate lunch will be provided to the educationally disadvantaged children in six elementary schools. Food will be prepared in kitchens of nearby secondary schools and transported to the elementary schools. Certain remodeling is required to accommodate the elementary children. Additional equipment and space for storage and food preparation are needed. The monies indicated above will be used to provide the necessary space and facilities to put the lunch program in operation when school opens in September, 1966. No evaluation will be made of this phase of the project.

Local #22
State Project #1096
Code 766

ABSTRACT

PROJECT TITLE: Audio-Visual Saturation

PROJECT ADMINISTRATOR: E. Dudley Parsons, Consultant in Audio-Visual Education

APPROVAL DATE: April 29, 1966

DURATION: May 2, 1966 - August 31, 1966

BUDGET: Elementary and Secondary Education Act Funds $203,557.37

SCHOOLS INVOLVED:

- Adams
- Blaine
- Emerson
- Grant
- Greeley
- Hall
- Hawthorne
- Hay
- Irving
- Madison
- Franklin
- Phillips
- Lincoln
- North
- South

PERSONNEL:

- 1 Director
- 2 Assistant Directors
- 1 Assistant to Director of Federal Projects
- 1 Consultant (Wash. D.C.)
- 1 Consultant (L.A.)
- 1 Consultant
- 20 Audio-Visual Coordinators
- 23 Resource Teachers
- 6 Teachers (Demonstration)
- 473 Public School Teachers
- 1 Projectionist
- 1 Clerk Typist

DESCRIPTION: The intent of this project is to increase the competency of teachers in target area schools in the use of audio-visual media. In order to do this, a series of in-service activities will be provided. The activities will be so designed as to focus each teacher's interest on his specialty, at his school, and with his own class. The content of the in-service program will include exploring new and effective ways of using all media in reinforcing combinations. Monies for the project included the provision of audio-visual equipment of all kinds so that it would always be available for teacher-directed experiences as well as for independent study by children in target area schools. Evaluation focused on a description of the participants and possible uses of the audio-visual materials.

AUDIO-VISUAL SATURATION[1]

The evaluation of the Audio Visual Saturation project was undertaken by the Title I Research Team of the Minneapolis Public Schools.

The specific objectives of this project were divided into long range and immediate objectives as follows:

a. Long-range comprehensive objectives of the audio-visual saturation program, including those to be covered in later proposals:

> "This program...is designed to increase teacher competence in the classroom use of new media materials, primarily audio visual..."[2]

b. Immediate objectives:

> "Compensation for educational disadvantages and improvement of instruction for children in target area schools, through increasing the competency of their teachers in use of audio visual media by:
>
> (1) Enrolling the teachers in the target area schools in a sequence of in-service activities leading to an understanding of the role of new media in the instruction of disadvantaged children. Since teachers of children at all grade levels and subject areas will be involved, the in-service activities will be so designed as to focus each teacher's interest and effort on his specialty, at his school, and with his own class.
>
> (2) Assisting teachers, singly and in groups, to explore new and effective ways of using all media, especially in mutually reinforcing combinations, so as to achieve maximum learning for each educationally disadvantaged child.
>
> (3) Providing sufficient audio visual equipment of all kinds so that it is always available for teacher-directed experiences; and for independent study by children in the target area schools."

To accomplish these objectives in-service meetings were held according to the following schedule:

(1) Introductory general meetings for all participating teachers (6 hours).

---

[1] Project evaluated and report written by Mr. Francis Randall.

[2] Audio-Visual Saturation Project Proposal, Special School District No. 1, Minneapolis, Minnesota, 1965, pp. 1-3.

(2) School faculty meetings--all participating teachers within individual schools (4 hours).

(3) Building level meetings by grades and/or departments (8 hours).

(4) Concluding general session for all participating teachers (2 hours).

To evaluate the objectives, a questionnaire was completed by 419 of the 473 (88.6%) registrants at the concluding session on June 7, 1965, providing information in the following areas:

(1) Description of the participants in attendance. (Table I)

(2) Self-estimate of the participants as audio visual users. (Table II)

(3) Evaluation of the program by the participants. (Table III)

(4) Evaluation of the types of in-service sessions. (Table IV)

(5) Predictive usage of audio visual materials. (Table V)

TABLE I

PERCENTAGE OF RESPONSES TO AUDIO-VISUAL IN-SERVICE QUESTIONNAIRE (DESCRIPTION OF PARTICIPANTS)

Question or Statement	N=419 N	%
1. Sex:		
a. male	170	40.6
b. female	249	59.4
c. no response	0	0.0
2. I am presently employed in:		
a. a public school	390	93.1
b. a non-public school	29	6.9
c. no response	0	0.0
3. My present teaching assignment is:		
a. elementary	185	44.2
b. secondary	198	47.3
c. no response	36	8.5
4. My total professional experience in Minneapolis schools has been:		
a. 0-3 years	142	33.9
b. 4-7 years	91	21.7
c. 8-12 years	83	19.8
d. over 12 years	103	24.6
e. no response	0	0.0
5. The number of graduate and undergraduate credits I have taken in Audio-Visual Education (including television, radio and photography) is:		
a. none	193	46.0
b. one	149	35.6
c. two or more	75	17.9
d. no response	2	0.5
6. For this A.V. in-service project I am:		
a. receiving a stipend	383	91.4
b. not receiving a stipend	31	7.4
c. no response	5	1.2

TABLE II

PERCENTAGE OF RESPONSES TO AUDIO-VISUAL IN-SERVICE QUESTIONNAIRE (SELF-ESTIMATE OF THE PARTICIPANTS AS A.V. USERS)

Question or Statement	N=419	
	N	%
7. How would you estimate yourself as a user of audio visual materials this past year?		
a. I am an enthusiast, using more appropriate A.V. materials than most teachers of my grade and subject.	40	9.5
b. I am using a reasonable amount of the "good" A.V. materials available in my teaching area.	215	51.4
c. I have not done much with A.V. materials.	81	19.3
d. My A.V. program is highly selected and carefully integrated into the total instructional plan.	61	14.6
e. No A.V. materials were used.	3	0.7
f. No response.	19	4.5
8. Generally, do you use A.V. materials in the following ways?		
a. Presented twice or more times to the entire class.		
1. yes	137	32.7
2. no	227	54.2
3. no response	55	13.1
b. Often only selected parts of an A.V. unit are used.		
1. yes	247	58.9
2. no	121	28.9
3. no response	51	12.2
c. A.V. material is utilized in such a way as to encourage relevant questions and discussion during presentation.		
1. yes	322	76.8
2. no	55	13.2
3. no response	42	10.0
d. A.V. materials are used by small groups of pupils in independent study.		
1. yes	86	20.5
2. no	267	63.7
3. no response	66	15.8
3. A.V. material is presented to more than one class at a time.		
1. yes	200	47.7
2. no	162	38.7
3. no response	57	13.6

TABLE III

PERCENTAGE OF RESPONSES TO AUDIO-VISUAL IN-SERVICE QUESTIONNAIRE (EVALUATION OF THE PROGRAM BY PARTICIPANTS)

Statement or Question	N=419	
	N	%
9. Generally, the program offered in the A.V. project was:		
a. too complex or rapid to be absorbed.	50	11.9
b. about right in level of difficulty and rate of presentation.	305	72.8
c. too simple and slow for most.	47	11.2
d. no response.	17	4.1
10. Much of the information received in the A.V. project was:		
a. highly theoretical and often too impractical for application.	32	7.6
b. so technical and method centered that the broad uses of an A.V. program were ignored.	35	8.4
c. well-balanced between theory and application.	323	77.1
d. no response.	29	6.9
14. Overall, I feel that the quality of the A.V. project has been:		
a. excellent.	65	15.5
b. very good.	217	51.8
c. good.	89	21.3
d. fair.	26	6.2
e. poor.	11	2.6
f. no response.	11	2.6

TABLE IV

PERCENTAGE OF RESPONSES TO AUDIO-VISUAL IN-SERVICE QUESTIONNAIRE (EVALUATION OF THE TYPES OF IN-SERVICE SESSIONS)

Statement or Question	N-419 N	N-419 %
13. For each of the following aspects of the A.V. in-service project please indicate your evaluation by checking the appropriate box:		
a. 3 general sessions:		
1. very valuable	167	39.9
2. reasonably helpful	218	52.0
3. of little value	26	6.2
4. no response	8	1.9
b. commercial exhibits:		
1. very valuable	103	24.6
2. reasonably helpful	248	59.1
3. of little value	61	14.6
4. no response	7	1.7
c. four faculty sessions:		
1. very valuable	168	40.1
2. reasonably helpful	208	49.6
3. of little value	33	7.9
4. no response	10	2.4
d. small group "think sessions":		
1. very valuable	241	57.5
2. reasonably helpful	155	37.0
3. of little value	14	3.3
4. no response	9	2.2

TABLE V

PERCENTAGE OF RESPONSES TO AUDIO-VISUAL IN-SERVICE QUESTIONNAIRE (PREDICTIVE USES OF AUDIO-VISUAL MATERIALS)

Statement or Question	N=419 N	N=419 %
11. After completing the A.V. in-service project, most teachers will probably feel:		
a. very secure in employing A.V. materials in their classroom.	48	11.5
b. better backgrounded than before although still feeling some uncertainties.	346	82.6
c. little if any better prepared to use A.V. materials more effectively.	14	3.3
d. No response	11	2.6
12. It appears that extensive A.V. utilization by the classroom teacher is:		
a. equally appropriate with culturally and non-culturally deprived youth.	213	50.8
b. more appropriate with culturally deprived youth than with those who are not.	191	45.6
c. a better idea with privileged youth than with those who are culturally deprived.	3	0.7
d. no response	12	2.9

General teacher comments regarding the Audio Visual Saturation Project.

Of the 473 participants who registered, 419 evaluated the program by completing the Audio Visual In-Service Questionnaire. Of these, 365 participants commented on the program and indicated recommendations for future programs in the area of Audio Visual In-Service training.

In general, participants described the Audio Visual Saturation Project by using such adjectives as: excellent, enjoyable, valuable, practical, informative, well-organized, imaginative, eye-opener, and good. Criticisms by participants centered on the areas of:

--program too rushed

--program too late in the year

--exhibit area too crowded

--not enough commercial exhibits or enough time to browse.

Recommendations by participants. A considerable number of the 365 participants who responded with comments and recommendations desired:

--a similar program starting in the fall and spread out over a longer period of time.

--more training in the use and care of audio visual equipment.

--more commercial exhibits of products both in a single display area and in individual buildings.

A sizeable number of respondents indicated that they would prefer:

--A workshop in audio visual methods and techniques during which they could prepare transparencies, order materials and become familiar with all the aspects of audio visual devices.

--More small group "think sessions" throughout the school year.

It was also recommended that:

--teachers in same subject matter areas from other buildings meet to discuss audio visual methods and techniques.